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ABSTRACT

Developed as part of the Mission, Role, and Scope Procedures projects, conducted from 1977 through 1979 by the National Center for Higher Education Management Systems (NCHEMS), this book identifies topics to be covered in determining an institution's mission and how such a determination could be achieved through traditional, campus based, academic decision-making processes. It is suggested that the retrenchment era confronting higher education brings demands for planners to use strategic planning as a tool for integrating curricular, financial, and personnel planning more carefully. An understanding of the institution's mission provides a framework for achieving the needed integration in addressing these issues. The book is intended for several different audiences: senior institutional administrators, those charged with long-range planning or self-study responsibilities, faculty self-study committee members, and state master-planners. Part One, "Mission Review in Higher Education," discusses the history of planning in higher education, mission review as a foundation for planning and decision-making, the content of a mission statement, conducting mission review, and conclusions. Part Two presents the SUNY-Albany Mission Statement, including SUNY-Albany abstracts of three-year plans for each institutional unit. Mission review is concluded to: (1) serve as an invaluable foundation for campus planning and budgeting activity, (2) require careful organization and broad development, (3) be most successful when approached from a strategic-planning perspective, (4) continue to grow in importance at the state level, and (5) receive increased attention in institutional planning. A supplemental section discusses state-level mission review and identifies ways that state-level review differs from institutional mission studies. Issues of centralization and standardization are among those discussed. A bibliography is included. (LC)

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Mission Review: Foundation for Strategic Planning

J. Kent Caruthers
Gary B. Lott

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Preface

This book was developed as part of the Mission, Role, and Scope Procedures project, conducted from 1977 through 1979 by the National Center for Higher Education Management Systems (NCHEMS) with funding provided by the National Institute of Education. The project initially was designed to respond to the expressed needs of state-level executives in higher education. The initial concept was that institutional mission statements were an essential part of a state master plan, explicating the state's expectations about how individual institutions should develop. Shortly after the NCHEMS project began, however, its emphasis was redirected. It became obvious that if a mission statement was to have the intended impact, then the institution itself must play a significant role in the definition of its mission. Thus the goal of the project became not only to identify what topics should be covered in determining an institution's mission, but also to consider how such a determination could be achieved through traditional, campus-based, academic decisionmaking processes. The need for an institutional perspective was confirmed by other developmental work at NCHEMS, particularly the preparation of *A Handbook for Institutional Academic and Program Planning* (Kieft, Armijo, and Bucklew 1978).

Opinions and ideas expressed in the present document were developed through a combination of case-study observations, advice from other researchers and practitioners, and experiences of the authors. Project staff conducted case studies of mission-review practices in a number of institutions and state agencies. These site visits were the source of many of the examples cited in this book. The development of the book also was influenced by the authors' participation in

a number of forums and workshops involving institutional and state-agency planners. Finally, both authors have firsthand experience with mission review. J. Kent Caruthers, who as a Senior Associate at NCHEMS directed the project, has held administrative-planning responsibilities at Oklahoma State University, the State University System of Florida, and NCHEMS. Gary B. Lott has held various administrative responsibilities at St. John's River Community College, Florida Junior College at Jacksonville, and the Florida Board of Regents.

The authors are particularly indebted to Douglas Collier of NCHEMS, Robert C. Shirley of Central College, and Robert Cope of the University of Washington for their assistance in developing the first three chapters of this document. The authors assume full responsibility, of course, for the content of the publication.

As the manuscript took shape, a number of persons took time to review and comment on various drafts. Thanks go to Paul Biggers, Chattanooga State Technical Community College; Grady Bogue, then with the Tennessee Higher Education Commission; Richard Clark, State University of New York at Albany; Lee Henderson, Florida Division of Community Colleges; Roy Lassiter, State University and Community College of Tennessee; Robert Lawton, Florida State University; Willard Lewis, Austin Peay State University; Maurice Litton, Florida State University; John Moseley, Austin College; Melvin D. Orwig, Higher Education Assistance Foundation; William B. Phillips, Arizona Board of Regents; Joseph H. Stafford, State University System of Florida; Benjamin Wygal, Florida Junior College at Jacksonville; Frank Armijo, Maryann K. Brown, Douglas Collier, William Johnston, and Dennis Jones of NCHEMS; and Robert Shirley.

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Introduction

Understanding an institution's mission has always been important, and it will be even more important in the decade ahead. It is difficult, if not impossible, to develop sound strategies for creating a new identity for an institution if its current identity is not understood. Planned change requires clear understanding of one's current status. Acquiring a better understanding and acceptance of the institution's mission is a vital first step in resolving many of the issues and difficulties confronting an institution. In fact, it provides the foundation for many types of planning—especially strategic planning, which is gaining increasing acceptance and use in higher education.

The retrenchment era now confronting higher education brings demands for planners to use strategic planning as a tool for integrating curricular, financial, and personnel planning more carefully. In some instances, planners are even being asked to determine how to close down facilities and programs and withdraw from employment obligations. If such retrenchment questions were to be approached as independent planning tasks, different criteria might be employed and different results might be reached. For example, current position vacancies might be used to reduce staffing in a growth area. An understanding of the institution's mission provides a framework for achieving the needed integration in addressing these issues by causing decisionmakers to focus on basic institutional purposes as the most fundamental criteria.

The need to understand organizational mission in order to integrate what are sometimes divergent activities has a basis in organizational theory. Indeed, the assumption that an organization understands its mission is embedded in the management-by-objectives (MBO) and systems approaches to planning and

management. For instance, Peter Drucker maintains in *Management: Tasks, Responsibilities, Practices* (1973, p. 75):

> Only a clear definition of the mission and purpose of the business makes possible clear and realistic business objectives. It is the foundation of priorities, strategies, plans and work assignments. It is the starting point for the design of managerial jobs and, above all, for the design of managerial structures. Structure follows strategy. Strategy determines what the key activities are in a given business. And strategy requires knowing "what our business is and what it should be."

Similarly, King and Cleland state:

> It is both meaningful and necessary for an organization to consciously choose and continually review its mission concept if it is to survive and prosper. This is as true of government as of business, despite the much-discussed perseverance of some bureaucracies past their time of usefulness. This is so if only because a mission statement serves as a guide for the multitude of underlying choices that must be made to guide the organization into the future. However, it is also important in serving to *define the scope of acceptable choice*, as a symbol around which some organizational members can gather, and as a statement from which nonagreeing members can flee. [1978, p. 49]

Forces Creating the Need for Change

Many factors will undoubtedly cause institutions to evaluate whether or not their current mission can remain viable. The projected downturn in enrollments of traditionally aged college students will almost certainly be felt by most institutions. These colleges and universities must assess whether certain programs can still be operated at a sufficient scale to justify their continuance. Even those schools that are able to offset losses in traditionally aged students with increased numbers of adult learners must carefully evaluate changes in mission. Adult learners are likely to seek different educational experiences, require alternative methods of instruction, and need different types of support services than those the traditional student has utilized in the past.

A number of factors other than enrollment will also affect institutional mission. Even disregarding the losses in funds related to dwindling students,

many schools find themselves under increasing financial pressure from inflation and growing competition for public support. These schools will consider it fruitful to compare the relative contribution that each program makes toward fulfilling the school's mission with that activity's relative cost. Although almost every institution might benefit from periodic and careful assessment of its mission, institutions in the public sector are likely to come under increasing pressure from state legislatures or state boards of higher education to undertake such activity as part of a broader master-planning effort.

However, not all forces that will produce more frequent or more significant mission-review activities can be considered negative. The external environment within which higher education finds itself is constantly changing, and many environmental factors can create opportunities for colleges and universities to develop. First, the past decade has seen a considerable integration of women and minorities into the professional work force. As this integration continues, the alert college administrator will find opportunities to provide new services. Second, the increasing change in traditional work patterns suggests that workers will not only continue to have more leisure time but also several different careers during their lifetimes. Both of these factors present challenges to higher education. Finally, the increasing complexity of contemporary life makes planning and management more difficult not only for higher education but also for other types of organizations. This situation presents important research and service opportunities for the university.

In dealing with all of these challenges and opportunities facing colleges and universities, previous approaches to mission review will be of little help. Colleges cannot be all things to all people. Unless the campus community's understanding of both its current and planned mission can become broader and clearer, the mission statement will become little more than a record of long committee meetings.

Individual mission statements are likely to find even greater acceptance when it can be demonstrated that they are used to guide day-to-day decisionmaking. When the mission document is seen as an aid to senior institutional executives in personnel planning, program planning, budgeting, and evaluation, its impact will likely spread to decisionmaking at other levels within the organization. Whenever a mission statement no longer seems to inform many of the important decisions facing the institution, it is time to undertake a new assessment and revision of the statement.

Some Process Considerations

Experience has shown that a number of important considerations bear upon a mission review. These include determining and developing institutional readiness, clarifying potential uses of the statement, organizing for self-study, encouraging broad participation, conducting special analyses, maintaining communications, and developing procedures for the maintenance of the document. Each of these considerations is important for a successful mission review.

Perhaps the first question facing the leader of an institution, after it is determined that the college needs a new statement of mission, is whether or not the college is prepared to undertake a major self-study. The college might not be ready for any number of reasons, such as an impending change in administration, a collective-bargaining election, or a current commitment to some other major campuswide effort. If the institution does not seem ready to commit itself to one or more of the major tasks involved in the review, remedial steps should be scheduled or the study design modified.

Because the mission statement is the basis for activities throughout the entire institution, all its potential uses need to be identified before the self-study is initiated. These can have an important impact on how the self-study itself is designed. One primary use of a statement is to guide daily decisionmaking. However, with the significant effort required for the self-study, it is worthwhile to identify other uses as well. Many institutions can use the results of their mission review for participating in statewide master-planning, meeting accreditation requirements, developing more broad-based support for the institution, or creating strategies to deal with specific changes posed by the external environment.

Once the decision has been reached that an institution is ready to undertake a mission review and the likely uses have been defined, experience has shown that time spent on organizing for self-study yields high returns. The purpose of the organizing effort is not to create a lock-step plan of action, but rather to provide a realistic understanding about (1) leadership and staffing requirements for the effort, (2) the decisionmaking framework to be followed, (3) the assumptions and issues that will guide the effort, (4) the methodology to be followed, and (5) a sense of how long the effort might take. It is important for all involved to have a clear understanding of the scope of their participation in the mission review.

Another key to a successful mission review is broad participation, which has at least two types of benefits. First, a greater number of perspectives can inform and improve the technical quality of the decisions. Second, widespread involvement leads to a greater probability that the document, once it is completed, will be understood and used. Particular issues concerning participation include the

groups (students, faculty, staff, board) to be represented and whether to utilize existing committee structures or specially created task forces.

Earlier mission statements were frequently criticized for their blue-sky character. They did not seem to reflect institutional reality. If this is to be avoided in the future, studies should have a major analytical component. Data and analysis should not dictate an institution's mission; instead, they should help to identify issues and provide the basis for discussions and policy decisions. Toward this end, three types of analyses have been found useful. First, a historical analysis should be conducted to help participants understand how the institution acquired its present mission. This understanding of the values and events that shaped the institution's current identity may be important in understanding the limits of potential change. Second, given the rapidly changing conditions in the world beyond the campus, an environmental assessment is almost mandatory for a successful mission evaluation. Topics for studies that might be useful in this regard are enrollment trends, manpower trends, economic-development activities, and competition posed by other higher-education institutions in the area. Finally, the institution's capacity to respond to the needs posed by the external environment should be reviewed. Capacity considerations include the institution's academic and financial strength and its physical facilities. Two general questions need to be asked: Does the institution have the capacity to fulfill its current mission? Does the institution have the capacity to respond to new demands?

American higher education has a long tradition of collegial governance and shared decisionmaking. If the institution is of sufficient size to preclude the direct participation of all faculty and senior administrative staff in the mission assessment, a well-designed program of communication is of extreme importance. Any serious review of an institution's mission can foster rumor, suspicion, and the development of an extensive grapevine. It is important, therefore, that accurate information about mission deliberations be shared on a regular basis with the campus community. It is particularly important that a copy of the final mission statement be made available to all who are concerned with the institution—including external as well as internal parties.

A mission can have its greatest impact on everyday campus decisionmaking if it is viewed as a dynamic document. Whenever new conditions appear to have more influence on a decision than does the previously developed mission statement, it is worthwhile to consider what types of modifications to the statement are necessary. Many institutions have found it valuable to regularly monitor those conditions that shaped the current document. This monitoring provides an early warning system and allows institutional leaders to anticipate the need for general mission revision rather than reacting to particular pressures unique to

the single issue at hand. Regardless of how the information is gained, it is valuable to develop procedures for the regular assessment of the institution's mission.

Most of the considerations discussed here also apply to system-level staff who intend to use mission statements as part of a master-planning effort (see State-Level Mission Review Supplement in this document). While many of the recommendations are directly applicable at the system level, others must be translated to have practical meaning. There are, however, several special concerns at the system level. An important consideration in preparing for mission review at the system level is to determine the relative responsibilities of the institutions and the central staff. Although this determination will undoubtedly be guided by statutory provisions and the history of the system, a major role for the institution is needed if the mission statement is to provide the basis for institutional development and decisionmaking. Another major problem in system-level review is balancing the institutions' needs for a broad array of programs to ensure viability, on the one hand, with the state's limited educational needs and resources on the other hand.

Intended Readership

This book is intended for several different audiences. Senior institutional administrators may gain from it a better understanding of whether and when a review and evaluation of the institution's mission can provide the basis for important planning activities on the campus. Those charged with long-range planning or self-study responsibilities should find it valuable, since it addresses many of the day-to-day concerns of conducting mission analysis. Faculty who serve on campus self-study committees will also find that mission review provides them with a broader understanding of the interrelationships among various planning and budgeting activities. Finally, state master-planners will find a special supplement that speaks to their specific concerns; from the document as a whole, they also may gain insight into how mission review can be used by state-level planners, in concert with institutional planners, as a tool for the development of individual campuses.

The book also attempts to place mission review within the overall context of higher-education planning, with particular emphasis on its relation to strategic planning. It reviews the need for planning; considers the potential of mission analysis in particular; and describes alternative ways in which mission studies might be performed.

Mission Review: Foundation for Strategic Planning consists of two parts. In part one, chapter 1 traces the history of planning in higher education. Planning approaches, it observes, tend to respond to topical problems. The combined impact of academic drift and the need to retrench—problems of the 1980s—point to the increasing need for mission review and articulation. Therefore, a description of the ways in which mission review can serve as a foundation for strategic long-range planning at the institutional level is the subject of chapter 2. Chapter 3 focuses on the substance of a mission statement, describing those elements that would typically be found in a mission statement so that it could serve as a meaningful foundation for planning and budgeting. Chapter 4 describes the design of an institution-level mission review; it lists a number of procedural options that should be evaluated before mission review is undertaken. Chapter 5 offers conclusions about the potential for mission review.

Part two is devoted to the text of a mission document published at the State University of New York (SUNY) at Albany, with a brief context-setting introduction by the author of *Mission Review*. The SUNY at Albany document is the result of a formal mission review that was undertaken *after* a series of program cutbacks had been more or less forced on the institution by environmental circumstances. Therefore it serves as an example of how an institution can use an intuitive understanding of its mission as a basis for planning decisions, and can subsequently develop an explicit mission statement. Part two has been included to provide the reader an example of the content of a strategically designed mission statement for one institution. Abstracts of SUNY at Albany's three-year plans have been included to illustrate how plans can be developed using a mission statement as their foundation.

By contrast with the SUNY at Albany approach, Aquinas College in Grand Rapids, Michigan, conducted a sweeping mission review as a first step in their planning process to provide a basis for program review and planning. The process by which the college revised its mission was described in judicious detail by its president, Norbert J. Hruby, in *A Survival Kit for Invisible Colleges*. A second edition of this book, containing the text of the first edition and a foreword and epilogue by the author of *Mission Review*, also has been published by NCHEMS. The epilogue assesses the extent to which Aquinas College has achieved "both its original mission as a Catholic liberal-arts college and its new mission as an independent, community-based liberal-arts school" (Hruby 1980, p. 69). This new edition of *Survival Kit* is intended as a companion piece to *Mission Review*.

The last section of this document, the supplement for state-level planners, has not been included in the main body of the text because it does not attempt to address state-level mission review from a strategic-planning perspective. However,

it assesses the transferability of the design of institutional mission-review practices to state-level mission review and focuses on the special requirements of such reviews.

PART ONE

Mission Review in Higher Education

1
Planning in Higher Education

The Colonial Era

From colonial times through the early twentieth century, American colleges and universities faced a relatively stable environment. Higher education was reserved almost exclusively for the children of the rich or for those seeking to enter the ministry. Most institutions were small, the public tax investment in colleges was minimal, and enrollment growth was relatively modest. This state of affairs, however, did not mean that there was a lack of mission-related issues confronting higher-education leaders in earlier times. Indeed, sharp debate divided the academy over the elective curriculum, the academic status of new professional programs (such as those in business administration and engineering), the emerging role of public-service activity as part of the land-grant movement, and even whether or not colleges should be coeducational (Brubacher and Rudy 1976). Nonetheless, these issues were relatively easy to resolve in a less complex and less interdependent environment. Their resolution did not require elaborate technical analysis, coordination with off-campus agencies, or highly organized approaches to planning.

Thus, during the colonial era, the mission definition of the typical institution was rather narrow and easy to comprehend: to provide a liberal education to a rather select group of students and to offer training for entry into a few professions (Brubacher and Rudy 1976, pp. 3-11). Even when the curriculum began to expand to include the developing sciences and technologies—particularly with the passage of the land-grant act—institutional purposes remained fairly clear. Many states would establish one institution as a traditional liberal-arts school and

another as a school for applied sciences and technologies. As the demand for public school teachers grew in the nineteenth century, a frequent response was to create yet another type of institution of higher learning—a state normal school.

Era of Rapid Growth

The simple life began to change for colleges and universities at the end of World War II. Suddenly, students appeared on campuses in record numbers. Not only were these nearly double those of prewar levels (from 1.5 to 2.7 million), but the students were different from those who had preceded them. The new student body represented a greater heterogeneity of age, career orientation, and economic background than had its predecessor of only a decade earlier. Perhaps of greater importance, this surge of students brought with it new levels of federal and state involvement in higher education. The federal government greatly expanded its student financial-aid efforts, and state governments began to take a more active role in supporting and coordinating the affairs of public-sector institutions. Even after the decline of the initial postwar bulge, American higher education continued to grow and change. A wave of Korean War veterans replaced those of World War II, the launching of *Sputnik* by the Soviet Union generated a greatly increased interest in science and technology, and a general knowledge explosion began. The tremendous growth in the size and diversity of American colleges and universities continued through the 1960s as the postwar generation of babies reached college age.

Era of Accountability

In the late 1960s, as systems of higher education grew to unprecedented levels, as student unrest caused the general public to become more skeptical about the role of mass higher education, as the value of all social institutions was being questioned, and as the government's role in other social concerns expanded, American higher education entered an era of accountability (Brubacher and Rudy 1976, pp. 388-89). Not only did college administrators then have to become concerned about growth and diversity, they were increasingly held accountable for the effectiveness and efficiency of the academic enterprise. Although much of the impetus of the accountability movement arose from financial concerns, the value of the higher-education product itself was increasingly called into question.

As student demand for higher education grew stronger during the 1960s, there was a move toward increased and geographically convenient access. Increased access necessarily resulted in the duplication of programs and services; it also eliminated much of the uniqueness in purpose among institutions. Since one of the few available success models in public higher education was the major research university and since most faculty received their training at this type of institution, many colleges emulated them. This led to what Harman (1977) and Clark (1978) have termed "academic drift," or, as Harman defines it, "a process whereby non-university institutions aspire to become more like universities," usually involving "the upgrading of courses, and the development of research and publication functions" (pp. 321-33). Academic drift is not unique to the United States. Harman and Clark have also found it in a number of European countries and in Australia.

During an era of sustained growth and overriding concern for access, academic drift was of little concern. Few questioned the horizontal and vertical expansion of programs in research and public service, the attempt to serve an increasingly diverse student body, or even the creation of new types of institutions. The era of accountability, however, renewed the recognition of the importance of a well-understood mission for institutional planning. As agencies external to the campus became convinced that extensive and unnecessary program duplication in public institutions did exist and should be reduced, the need grew for a template to measure the unique contribution of each institution to society and of each program to its host institution. This template, or statement of mission, was necessary to ensure that program curtailment did not unintentionally alter the basic character of the institution (Barak and Berdahl 1977).

End of Retrenchment?

American higher education is probably entering an era of retrenchment now. The call to retrench originally grew from the sharp declines forecast for the college-age population, and it intensified with public concern over the level of taxation. Now college administrators must not only respond to public demands for expanded program access, they must plan for such expansion with fewer students and with fewer dollars that are subject to more controls. Against the backdrop of those issues that confronted planners in earlier generations, the planning environment is becoming increasingly complex; consequently, the planning activity is now more time-consuming.

As institutions enter this new era, a thorough understanding of the mission of

each institution is essential to determine whether to expand, reduce, or change the college's programs and policies. Without a clear understanding of mission and related competencies, these modifications can easily become misguided and fail to accomplish their underlying aim—the survival and continuing vitality of the institution.

2

Mission Review as a Foundation For Planning and Decisionmaking

What to Expect from Mission Review

The concept of mission as the foundation for strategic planning is not well understood by many college and university leaders and has received little attention from researchers. Perhaps the most significant need is to develop a clearer expectation about what mission review can accomplish. At present, many of these leaders are distracted by global mission statements that do not draw distinctions among institutions. For instance, Chait (1979) quoted from mission statements appearing in the catalogs of three quite different institutions and challenged his readers to match each statement with the appropriate institution. Other higher-education leaders are concerned by what they consider to be a shortage of success models for colleges and universities. They fear that unless an institution can define itself as a major research university, a selective liberal-arts college, or a community-based college, there is little worthwhile left for the school to do.

With more realistic expectations for the outcome of a mission review, however, these concerns vanish. The uniqueness question, in particular, is overemphasized. No institution of higher education performs a set of activities that is completely different from those of other institutions. Even such seemingly diverse institutions as a major state university and a community college offer a number of similar programs—that is, they both provide general-education and continuing-education opportunities, yet each institution has its own unique features. Phillips (1979) found it useful to describe the similarities and differences among the mission, role, and scope identities of several institutions in a manner similar to that shown

in figure 1. Each of the closed curves circumscribes a different institution's role and scope; yet when these figures are overlaid, there are few pockets of unique activity that serve to distinguish one institution from another. Although an understanding of these unique responsibilities and characteristics is important for both the institution and its external publics, the recognition that institutions share many common concerns and responsibilities helps to place the uniqueness issue in perspective.

Perhaps a more important purpose of mission review is to achieve greater congruence between what the institution *claims* it is and what it *actually* is. In Chait's words, "distinctiveness is a quality far more important than uniqueness . . . [it derives] more from what a college does and less from what it purports to be" (1979, p. 36). Congruence between aspirations and reality can be reached, of course, either by scaling down statements of mission or by executing plans more effectively.

Using Mission Statements in Decisionmaking

Does a mission review and the resulting mission statement make a difference in decisionmaking? Perhaps the question is better stated: *Can* mission review make a difference? Despite some nonproductive experiences with mission, role, and scope studies throughout the country, a number of successful efforts suggest that a properly conceived and conducted mission review can produce understandings that provide a valuable cornerstone for campus planning.

Most detractors of mission reviews argue that since the time devoted to such activity seems to have little ultimate influence on campus decisionmaking (Chait 1979), it is not well spent. This, in fact, may have been the experience on some campuses, but that does not mean it necessarily has to continue. Experiences at our case-study colleges have demonstrated that a well-conceived review process, a reasonably explicit mission statement, and ongoing, systematic planning greatly strengthen campus decisionmaking processes.

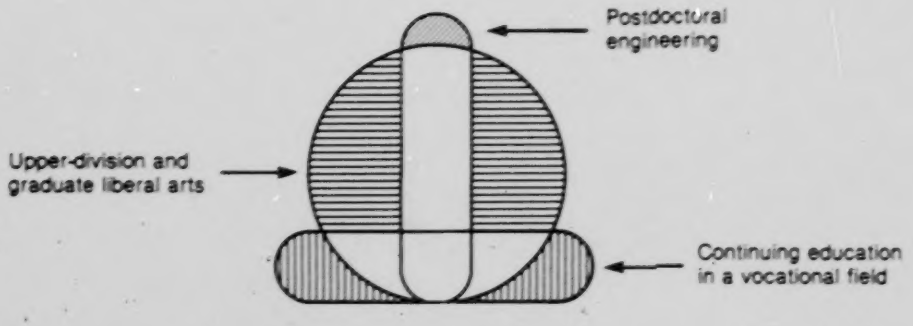
At a minimum, all campus decisionmakers—whether members of governance committees, administrative staff, or senior executives—should know of the existence of the mission statement, be familiar with its substance, and recognize its function as the cornerstone planning document. Although merely looking at the statement in making other planning and budgeting decisions would represent an improvement on some campuses, this level of familiarity is not nearly enough. The current statement should both reflect reality and be explicit enough so that different campus decisionmakers can interpret institutional mission in the same

FIGURE 1

A. Different Mission, Role, and Scope Identities

COMMUNITY COLLEGE:
Broad program coverage, limited degree levels
TECHNOLOGICAL INSTITUTE:
Narrow program coverage, all degree levels
MAJOR STATE UNIVERSITY:
Broad program coverage, all degree levels

B. Areas of Unique Mission, Role, and Scope



Mission as defining separate institutions and unique attributes of the same institution. [Source: Adapted from William B. Phillips, "The Form and Function of Institutional Role and Scope Statements," paper presented to the Third Annual Advanced Leadership Seminar for State Academic Officers, Danvers, Mass., 14 August 1979.]

manner as they seek guidance on daily decisions. But they should have more than just knowledge and understanding of the institution's current mission: principal decisionmakers should also believe in and be committed to implementing the institution's *desired* mission, role, and scope. As with any major policy, it is important that all participants have a sense of ownership (Walker 1979). This, perhaps, can be gained through broad participation in the evaluation and development of the institution's mission.

A number of major planning and budgeting decisions are made annually by every college and university. These decisions can be reached either as part of a comprehensive approach, or they can result from separate and decentralized planning activities. In the second instance, it is not uncommon for decisions from various campus divisions to conflict with or offset one another in their long-range effect on the institution. For instance, a curriculum committee might recommend stricter residency requirements at the same time that the admissions office is stepping up efforts to attract part-time adult learners. Having a well-understood and widely accepted sense of mission helps to ensure that various planning decisions—both immediate and long-range—can be focused on achieving the same overall purposes.

A few real-life questions demonstrate how different decisions might be reached according to the decisionmakers' understanding of the institution's mission. For instance, should a developing four-year regional university with a strong reputation for undergraduate instruction select the candidate for a vacant faculty position who is committed to excellence in teaching and community service, or the bright young scholar from one of the top research universities whose first article has just been published? Should the institution's overall 5 percent budget increase be shared equally among all campus units, or should it be targeted to unique or high-priority programs? Should an undergraduate liberal-arts institution establish an evening MBA program or try to recruit more undergraduate liberal-arts majors? Appropriate responses to these issues depend on the decisionmakers' priorities among alternative missions. Unless evaluated against the campus mission, these choices can frequently lead to academic drift and the erosion of a sense of unifying purpose.

Mission analysis is especially important in its ability to inform more subtle choices. For instance, a liberal-arts college might appropriately start an evening MBA program. But its MBA program should probably be substantively different from that offered across town by a state university if their undergraduate missions are dissimilar. For instance, the program might profitably draw upon the institution's teaching strengths (strengths that may not be duplicated at the university) in philosophy and ethics. Or the communications skills and the social psychology

aspects of management might become the focus for its program rather than duplicating the operations research, marketing research, and finance and accounting orientation of competing programs. Thus, an option that initially seems to lead a college away from its traditional mission can be structured in ways that reinforce basic institutional purposes.

Strategic Planning

How can an institution evaluate the need to make changes in its mission? Consideration of any significant change requires an understanding of a number of complex interrelationships, and the failure to anticipate interactions can threaten the success of a new effort before it begins. Strategic planning, an approach which has been developed most fully in the business world, is designed to deal with such complexities (Hofer and Schendel 1978; Ansoff 1965). Cope (1978) has proposed that strategic planning may prove valuable for institutions of higher education that must deal with change in the coming decade.

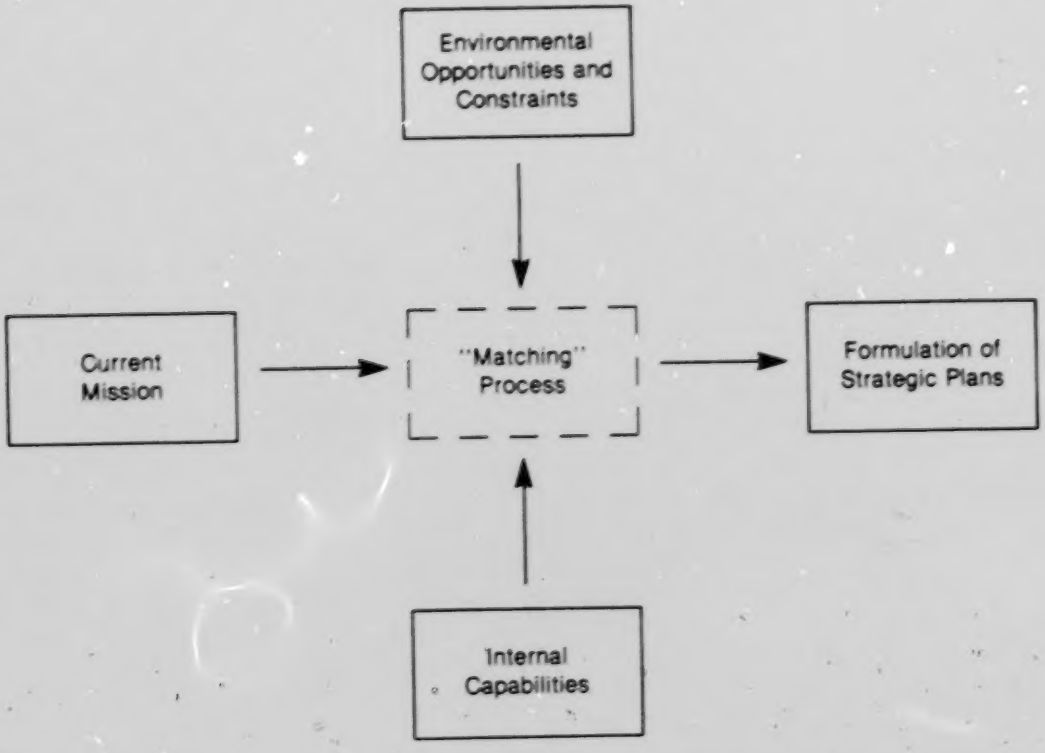
Figure 2 illustrates a typical framework for strategic planning. In following this framework, an organization will seek an optimum alignment between environmental opportunities, the capacity of the institution, and the mission of the institution in order to achieve its goals. A strategic orientation to planning assumes that the mission of the institution can be redirected or changed, and that new opportunities can be identified or created within the environment.

Strategic planning encompasses not only an assessment of the organization's current mission and values but also its capacity and the factors in its external environment (figure 2). For a college or university in particular, internal capacity can include tangible resources (facilities, financial condition, faculty, and program offerings) and intangible resources (such as morale and reputation). Among the major factors in a college's external environment are government regulatory agencies, demographic and economic trends, and competing institutions.

A clear understanding of a college's current mission is an extremely important precursor to strategic planning in higher education; however, an important result of strategic planning may well be proposed change in the mission statement itself. Figure 3 illustrates the evolution of an institution's mission under the strategic-planning approach. In phase I, the current mission statement is checked against reality. If the current statement does not describe what the institution does (or can reasonably expect to do), a revised statement must be prepared. In phase II, the strategic planning approach (review figure 2) is employed to determine the future viability of the current mission and to assess the institution's

FIGURE 2

A Strategic Planning Framework



ability to change. In phase III, the current statement is reaffirmed or a new statement is developed.

Strategic planning is not yet well established as an administrative practice in most American colleges and universities.[1] While some of its component analyses (such as conducting community needs-assessment surveys, projecting enrollments, and assessing the quality of academic programs) have been practiced with some success, seldom have these planning and evaluation activities been focused on creating a strategic plan. Earlier conditions simply did not require as high a degree of integration in decisionmaking as do those that are now emerging.

Determining Whether Mission Review Is Needed

Not every institution needs to engage immediately in a major effort to rearticulate its mission. For instance, the school's current sense of purpose may be well-defined and specific enough to guide actions. Or, because of some pending event, such as a change in governance or leadership, the administration might determine that the time spent on such an effort would be wasted. This section, therefore, outlines steps for determining when an institution needs to undergo mission review.

Some institutions determine the need for mission assessment almost by looking at the calendar. For instance, they might ask if 10 years have elapsed since the last such effort and if a visit from the regional accrediting team, with its mission self-study requirement, is imminent. Clearly, the passing of time and the cycle of events can be very practical considerations in determining the need for a mission study. And, if a considerable period has elapsed since the last such effort and a significant number of new faculty have been employed in the interim, a review probably is needed. The mere passing of time, however, is not the most important reason to undertake a mission assessment.

With our concept of the mission statement serving as a foundation for planning and budgeting activity, perhaps a more important criterion in evaluating the

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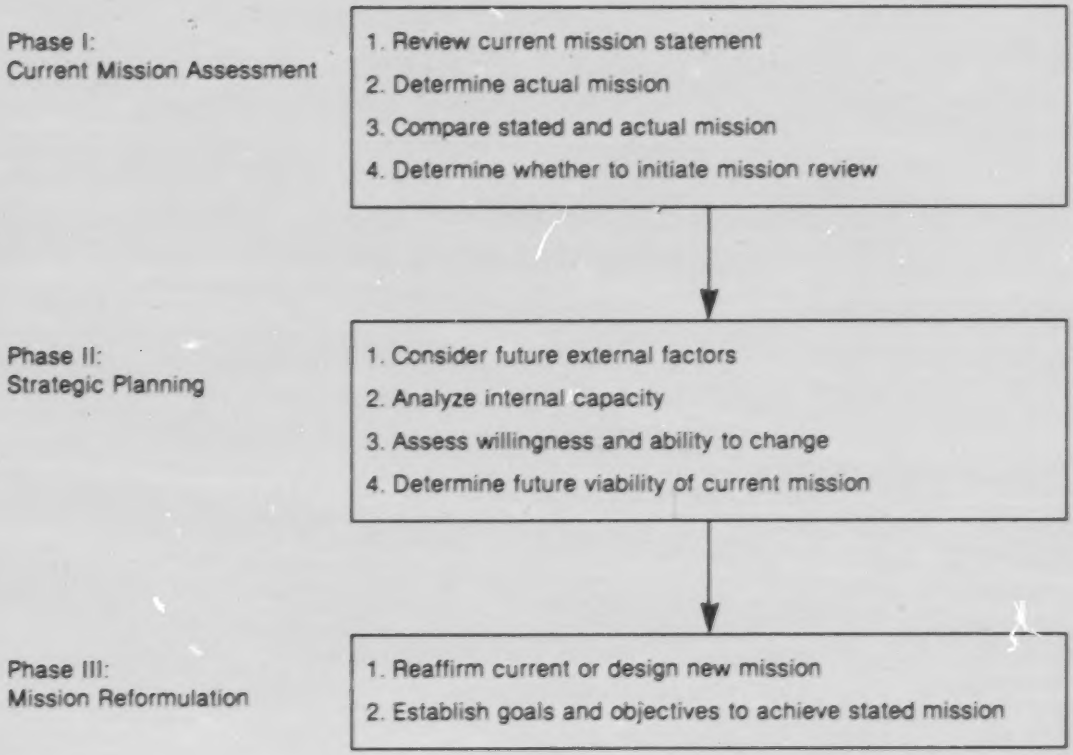
1. Published work on strategic planning in higher education is just beginning to emerge. In the past decade, Schendel and Hatten published "Strategic Planning and Higher Education: Some Concepts, Problems, and Opportunities" (1972). More recent contributions are Cope's *Strategic Policy Planning: A Guide for College and University Administrators* (1978) and Horner's "Strategic Planning for Higher Education" (1979). Additional efforts are now under way at individual institutions, NCHEMS, and management-consulting firms to adapt strategic planning for higher education.

FIGURE 3

A Strategic-Planning Approach to Mission Development


Phase I:
Current Mission Assessment
1. Review current mission statement
2. Determine actual mission
3. Compare stated and actual mission
4. Determine whether to initiate mission review
Phase II:
Strategic Planning
1. Consider future external factors
2. Analyze internal capacity
3. Assess willingness and ability to change
4. Determine future viability of current mission
Phase III:
Mission Reformulation
1. Reaffirm current or design new mission
2. Establish goals and objectives to achieve stated mission

need for assessment is whether the current statement actually supports decision-making. Is there evidence that long-range decisions have been made that conflict with one another or with the existing mission statement? Is the institution's mission statement seldom cited as a reason to take, or not to take, some proposed action? Chances are that if these questions are answered in the affirmative, it is time to reevaluate the mission statement.

To confirm a preliminary determination that a mission review may be needed, one can assess the reality of the current statement. Does the institution really do the things that the statement suggests? Does it have any prospect of performing such activities in the near future? Are there important campus activities that are not addressed? Could a faculty leader, a member of the governing board, or the president of a nearby institution identify the statement as describing the institution in question? While there is some value in having a statement that is flexible and optimistic, if it cannot pass a reality check, the time has come to consider a new statement.

The mission statement can be an important planning cornerstone. But even more important is the integration of the mission understanding within institutional planning, budgeting, and day-to-day decisionmaking. An effective, well-executed review *process* can go a long way toward ensuring that this takes place. Document design and review process are the subjects of the next two chapters. The combination of productive processes and well-designed documents permits mission development to be one of the most valuable planning and analysis activities an institution can undertake.

3

The Content of a Mission Statement

Both Permissive and Restrictive

A statement of mission should report what the institution has been (its heritage), what it shall become (its destiny), and what it does *not* believe itself to be. Only through addressing both permissive and restrictive elements does a mission statement become most useful as a guide for planning and budgeting activity. An understanding of current actual mission is important as a point of departure for other efforts, and as Cohen and March (1974) suggest, a good way to understand the current mission may be to analyze what the institution is actually doing rather than to read the extant statement. For mission analysis to realize its full potential, consideration must be given, through a strategic-planning process, to what the mission of the institution can and should become.

A mission statement usually is developed to communicate with two general types of audiences—external and internal. A statement that is designed to speak primarily to an external audience often relies on a popular institutional categorization scheme, such as the Carnegie Classification (Carnegie Council 1976). The institution might speak of itself, for instance, as a selective liberal-arts college, a comprehensive university, or a major research university. But even when intended just for external audiences, a good institutional mission statement will go beyond mere categorization and begin to describe the subtle character that *distinguishes it from others in its class*. A rule of thumb is that the institution should try to describe itself rather than mirror some abstract model.

Subtleties are particularly important when the document is intended primarily to serve internal audiences. To know that one's own institution is a comprehensive college is not nearly as helpful for shaping current decisions about curriculum as it is to understand that the college intends to preserve its historic strengths in the liberal arts and social sciences while it also tries to respond to the identified needs of its particular geographical area. A complete mission statement should tell what an institution is and what it is not, and it should address the information needs of both internal and external audiences.

Mission Terminology

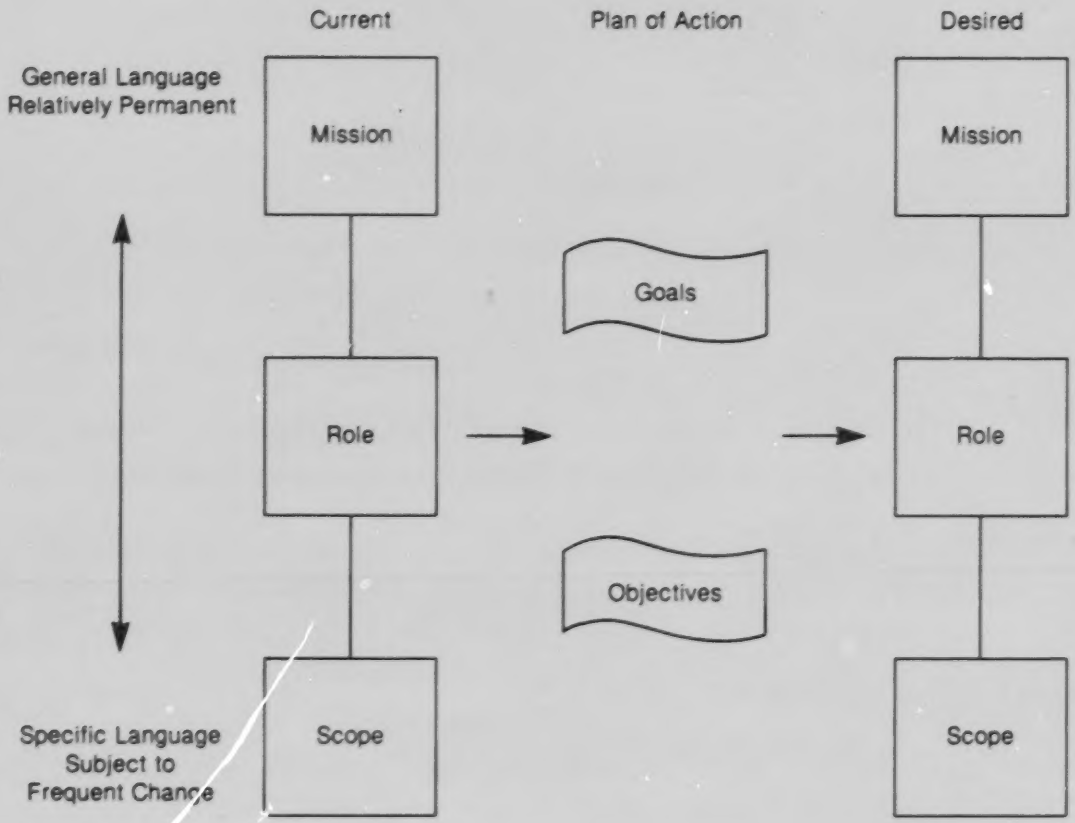
The debate over the utility of mission statements is obscured by the absence of widely accepted definitions to distinguish among a number of interrelated terms. *Mission, role, scope, goal,* and *objective* are used almost interchangeably by authors in the field. The higher-education community needs to use these terms more precisely, since distinguishing among them is almost essential for a successful mission evaluation. Without such understandings, mission review is likely to flounder, and the resulting document will have less impact than desired.

The terms *mission, role,* and *scope* describe an institution along a different dimension than do *goals* and *objectives* (figure 4). In general, mission, role, and scope describe the static identity of a college—that is, its philosophy, clientele, and services—and how it may differ from other institutions. The goals and objectives dimension, on the other hand, relates more to actions—that is, the steps an institution plans to take in order to achieve certain outcomes that will help it fulfill its desired mission. The former dimension usually focuses on what the institution is and hopes to be, the latter on the means to reach that end. Mission and goals frequently have the most general meaning, while scope and objectives imply the more specific parts of any overall statement. Thus for the most part, the mission of an institution is relatively unchanging, while the scope, and particularly the objectives, are subject to regular revision.

An institution's *mission* is a broad statement of fundamental purposes; it embraces the social and intellectual aspirations of the institution. Frequently, it is a philosophical, value-oriented declaration that describes the continuing responsibilities of the institution and suggests their relative emphasis. It may specify the sponsorship of the institution, such as church-related, and it may espouse an overarching philosophy, such as the purpose of a land-grant institution or a community-based community college. The mission identifies the clientele that the institution seeks to serve by addressing such characteristics as that group's race,

FIGURE 4

Comparison of Mission-Related Terms



sex, or geographic origin. Recognizing that mission is in part a *statement of aspiration*, the observation that many institutions constantly struggle to fulfill their mission is not surprising.

An institution's *role*, as stipulated in the mission statement, differentiates it from many other colleges and universities, especially in terms of current program activity. Role characteristics are prominent among the determinants of institutional taxonomies, such as the Carnegie Classification (Carnegie Council 1976). This classification distinguishes among colleges according to level and range of program offerings, research activity, and selectivity in admissions. For instance, the role statement might indicate the level at which degrees are conferred, the broad academic and professional areas that are offered, and any areas of unique responsibility. The statement of an institutions's role describes *what it does*.

Finally, and again, as set forth in the mission statement, an institution's *scope* specifies its current boundaries or range of activities. Typically, a statement of scope will identify the instruction, research, and public-service programs currently offered. The scope statement, which is basically a more detailed and specific version of the institution's role, serves to further differentiate colleges and universities from one another by describing *how much* of each activity it carries out.

Shifting to the action dimension, we find that Romney and Bogen (1978) have defined a *goal* as a set of circumstances sought in pursuit of the mission. Goals are usually stated in broad qualitative terms and serve as guides for institutional development in a particular frame of time. *Objectives* are specific ends to be achieved with regard to a particular goal. An objective is often stated in more quantitative, outcomes-oriented terms. A frequent purpose of formulating a set of goals and objectives is to enable an institution to change its role and scope. For instance, a goal to offer a graduate program in business (and, thus, change the institution's role) can be accomplished through fulfilling a series of objectives, such as employing a program director, designing a curriculum, and recruiting students. Undoubtedly, in practice these terms have acquired many different meanings throughout the country. When local circumstances suggest that these concepts and their relationships are well understood by the many participants involved and are supportive of effective planning, there is little reason to favor the terminology just offerred. The important point is to develop a language that permits all those who participate in the planning and evaluation process to understand their contribution and the interrelationships among the many activities. The definitions above were designed to this end.

Several topics and decision issues should be addressed in specific fashion in a mission statement. Each of these topical areas is briefly discussed below.

HERITAGE AND FUNDAMENTAL PURPOSES

This section of the mission statement should focus first on the historical roots of the institution, emphasizing those elements of its past that have particular significance for the present. The basic purposes of the institution should also be made explicit—why the college or university exists, for whose benefit, and under what particular circumstances or conditions. For example, a principal feature of the institution may be its relationship with a particular religious denomination. This relationship, in turn, would strongly influence decisions on goals for student development, curriculum, staffing, and student life.

RESPONSIBILITIES TO CONSTITUENCIES

Who are the major constituencies to be served, and what is the nature of the institution's obligation to each? Appropriate categories for discussion here might include students, the general public, the local community, various levels of government, foundations, alumni, and other groups.

COMMUNITY AND CIVIC OBLIGATIONS

This section should focus specifically on the role to be played by the institution as a corporate citizen in the local community. What services will be provided on a continuing basis to fulfill the public-service mission of the campus? In what other ways will the institution contribute to the development of the local area? For example, the campus might seek to assist the economic development of the local area by developing and maintaining statistics on key economic indicators.

It may also be important to make note here of activities that the campus will *not* pursue in order to clarify the meaning of *public service*. Many institutions have fairly informal programs of public service; others consider extension and public service as a major organizational division. Public-service programs can be distinguished in the mission statement according to their target audiences or according to the nature of the activity (speakers bureau, public broadcasting). Possible target groups include individuals seeking educational enrichment or upgraded job skills and business firms or other organizations pursuing specific interests.

A mission statement should be reasonably explicit about the major priorities of the institution in at least the following areas:

Teaching, research, and service. Is the institution's *primary* focus on teaching, research, or service? What are the interrelations of these activities and how do we seek to attain a mutually reinforcing state? What is our philosophy concerning the roles and relative importance of the three activities? How is our philosophy manifested in practice?

Graduate and undergraduate instruction. How do the fundamental purposes of education differ across undergraduate, master's, and doctoral levels? Where are our major emphases at each level? Are there mutually reinforcing attributes across these levels? How is the institution's philosophy manifested in terms of faculty responsibilities in research, course assignments, advising of students, and the like?

Liberal-arts and career-oriented programs. This part of the mission statement should state the institution's relative emphasis on general education versus preparation for professional or paraprofessional careers. Any perceived conflict between the two types of goals should be addressed squarely in order to make clear the institutional commitments.

Traditional and nontraditional education. Much has been said of late about the so-called *nontraditional* purposes of many institutions, usually meaning a movement toward serving clientele outside the traditional 18-24 age group. The term can also refer to new and innovative forms of educational delivery. In either case, this section of the mission statement should clearly identify any important changes being contemplated insofar as clientele, programs, delivery systems, and other activities are concerned.

Range of disciplinary offerings. What are the principal types of academic programs now offered? Are major changes in direction foreseen? What types of programs will *not* be offered by the institution? What are the major priorities and commitments for future development? Note that the typical mission statement would not include a detailed listing of all programs and the developmental strategies associated with each. Rather, the material presented here should provide guidance to later decisions on specific program offerings and priorities.

Research programs. The mission statement should describe the general character, purpose, and sponsorship of research conducted on campus. At many institutions, this statement may amount to descriptions of research conducted either to maintain the competency of faculty members in their disciplines or to improve the instructional process. At a major research university, however, the mission statement might describe basic research that aims to advance the state of the art and contribute to graduate instruction. Between these extremes are institutions committed to conducting applied research that focuses on local problems. The statement should identify the relative emphasis placed on research in various disciplines or problem areas.

EDUCATIONAL PHILOSOPHY

In describing instructional programs, the mission statement should identify the institution's educational philosophies. Such philosophies may range in subject matter from curriculum content to educational opportunity to teaching style. For instance, the typical liberal-arts college affirms the value of liberal learning for effective participation in society. The typical community college endorses the merits of open and convenient access. If the institution subscribes to any particular teaching approach, such as a Great Books program or individually paced instruction, it should be spelled out in the mission statement. In general, the philosophy of the institution concerning the most effective approaches to *learning* should be spelled out here in order to provide guidance to subsequent decisions on course content and design. Also note here any philosophies concerning learning that may have been rejected by the institution.

ROLE OF SUPPORTING SERVICES

The major emphasis in any mission statement will naturally be on the academic goals and programs of the institution. However, it is important to give explicit attention to the programs and services that exist in support of academic activities. What role is played by the supporting services in the educational process? How do they contribute to total individual development? What major changes are anticipated in the organization and administration of these services? Attention to these and similar questions concerning the role of supporting services can give much needed direction to administrative planning on campus.

What is the philosophy held by the institution concerning the role, responsibilities, freedom, and obligation of faculty members? Does the institution endorse the statement of the American Association of University Professors on this subject? Are there unusual expectations at our particular institution because of other aspects of mission already discussed? It is important to be explicit in this section, particularly in light of increasing public demands for accountability in higher education.

STYLE OF GOVERNANCE AND MANAGEMENT

Finally, the mission statement should address the question of the basic means by which the institution will be governed and managed. What is the overall role of the board of trustees? The faculty senate? The student association? The president and other top officers? Individual faculty members? Does the institution believe strongly in a collegial decision model? The mission statement should address not only some fundamental legal or quasi-legal issues here, but also the intangible issues concerning collegiality and participation in decisionmaking.

Priority among Mission Elements

Careful attention in addressing each of the elements of a mission statement can do much to strengthen its value for planning. One additional step, however, is required to gain the full benefits of mission review. If the mission statement is to serve as a guide for operational decisions, the institution should define its significant elements or driving forces.

In most circumstances, one or two features of an institution's mission have much greater significance than do all others. Several examples of how institutions have changed their mission illustrate this point. One college previously described itself as a women's liberal-arts college. But when female students became more interested in pursuing professional careers, the college became a women's comprehensive college. Obviously, the clientele aspect of mission (a college for women) was more important than the liberal-arts role. In contrast, a church-related liberal-arts college chose to deemphasize its church affiliation in order to gain the governmental support necessary for its survival as a liberal-arts institution. Examples can also be found among state-supported institutions. A regional comprehensive

university sought authority from state officials to offer programs at the associate-degree level. Such programs normally are in the domain of a community college rather than a university. Yet the commitment to its regional service mission overrode the institution's interest in restricting itself to a comprehensive university role. On the other hand, a major state university chose to emphasize its research role rather than its mission of serving the instructional needs of state residents, when presenting its budget request to the state legislature.

Thus all elements in a typical mission statement are not of equal importance. Identifying those that are most significant at the outset should not only illuminate further mission deliberations but also inform operational decisions when the mission statement might otherwise seem too ambiguous.

4

Conducting Mission Review

There is no one best procedure for conducting a comprehensive reevaluation of an institution's mission, given the diversity of colleges, universities, and agencies involved; the different kinds of stimuli for such review; and the various purposes for and uses of these studies. Factors such as type of governance, size, organizational complexity, and tradition significantly influence the appropriate study design for a particular college or university. However, our case-study observations point to a number of common concerns that even diverse institutions and agencies should consider as they initiate mission studies. These are listed in table 1. A review of these areas should help an institution avoid many of the problems that others have experienced. Each of these common design elements is described in this chapter.

Institutional Readiness

In the past, the most common impetus for comprehensive mission review in colleges and universities was either to satisfy accreditation requirements or to launch a new era of administrative leadership. More recently, other factors have also begun to provide the stimulus for such reevaluation. These include master-planning mandates of statewide boards and legislative bodies concerned about unnecessary duplication of services; fluctuating manpower trends that have resulted in major enrollment shifts or an oversupply of graduates in certain disciplines; and severe financial problems caused by declining or static enrollments, inflation, or loss of external support. Regardless of the particular set of

TABLE 1

Considerations in Mission Review

Determining and developing institutional readiness
Clarifying specific uses
Organizing for self-study
Determining participation
Providing analytical support
Communicating progress and results
Maintaining viability

factors providing the impetus for the review, an evaluation of institutional readiness is an essential first step in obtaining maximum benefits. The primary reason for assessing the degree of institutional readiness is not to delay the self-study if circumstances are not conducive, but rather to design specific measures to address the problems identified and to increase readiness.

One of the most important prerequisites for self-study is a positive attitude on the part of faculty, staff, students, and other participants toward the process. This usually prevails (1) when there is overall confidence in both the leadership of the institution and the review process; (2) when it is perceived that there is a significant need for the review; and, perhaps most important, (3) when there is confidence that the results will be used to shape the institution. Without these conditions, the review will often be considered "busy work" and may result in both a lack of institutional commitment and a product hardly worth the effort.

A negative attitude can sometimes be traced to a prior experience with similar activities that were poorly executed. Usually these attitudes can be corrected when the president or other top-level administrator provides the necessary leadership and resources (such as released time and expenses), communicates the need for the study and specific uses to be made of it, and identifies the follow-up procedures that will be used to evaluate progress toward implementation. A positive attitude can usually be created if institutional leaders convey to the college community that they believe in the value of the effort and thereafter use the results of the study. It is especially important that the president show strong, *visible* support for the process.

A willingness and an ability to make the necessary commitment of staff time and other resources to a mission review is another important factor to be considered in determining readiness. Although many colleges have experienced success with less-extensive approaches, a comprehensive review of this type often requires a tremendous amount of time in organizing the process, identifying issues, analyzing data, conducting special studies, discussing issues, developing alternative solutions to problems, and recommending courses for action. To quote from the introductory statement of the report of a planning committee at the University of Notre Dame (1973),

> Our task proved staggering. All of us found full lives at the University before being called to this service. In many respects the task burdened us beyond what we felt we could carry, the burden being lightened only by our unanimous devotion to Notre Dame. [P. 11]

Staff time and other resources to support a major mission study must be obtained in competition with the normal resource requirements for the operation of the institution. Thus, a review should be made of the resource demands of the mission study and the current requirements of all other major planning and operational activities to ensure that adequate resources can be devoted to the mission review.

Although the demands of such a comprehensive study process will frequently be a burden, institutions have used several techniques to reduce some of the difficulties. The success of these techniques depends on the specific characteristics of a given institution. One procedure has been to block out short periods ranging from a few days to a few weeks in which intense efforts are directed only toward the study. Some institutions have scheduled such concentrated effort during the summer when instructional loads are not as heavy as during other terms. Others have used periods between terms, or just prior to the fall term. Another frequently employed mechanism has been to reduce the workloads of certain individuals by temporarily reassigning their responsibilities to other members of the same department or division. Whatever the technique used, a major commitment of time is necessary, especially for individuals who will play leadership roles in the study.

Any evaluation of institutional readiness should consider two points. First, there will never be a convenient time to conduct such a comprehensive review; other demands will always compete for time and resources. But realizing that the process is time-consuming and likely to place a strain on all participants, the institution can implement procedures and use techniques that help to reduce the burden when it designs the study. Second, all decisionmaking cannot await the

results of the study. Once such an effort is initiated, there is a tendency to delay major decisions until the study has been completed. However, time requirements may dictate that priorities will have to be established to support budget requests and allocations before final recommendations are available. In such circumstances, it is probably better to attempt to anticipate the forthcoming recommendations rather than to endure major delays in an important ongoing planning and budgeting cycle.

Clarifying Specific Uses

A number of factors can provide the stimulus for initiating a mission study. But regardless of whether the review derives from a change in competitive position, administrative leadership, accreditation requirements, enrollment changes, or financial issues, careful consideration should be given to other potential uses. For only a small marginal investment the institution can frequently realize valuable by-products. Clearly identifying these and communicating them to all participants not only helps create a positive attitude but also enables those designing the process to develop approaches that will support all intended uses.

As has been stated, the general reason for conducting a mission review is strategic planning—that is, to better understand the congruence between the institution's current emphases and services and the needs and opportunities in its environment. However, other more specific uses can also be made of the findings and the review process. These can range from accreditation self-study to retrenchment, and from master-planning to renewal. Identifying these uses at an early stage can help to ensure that the process and the results appropriately support each intended use. Reaching agreement on all anticipated uses should occur early in the process because these—especially decisions concerning participation and communication—affect the study design. A number of typical uses are described below.

ACCREDITATION

A frequent stimulus for an use of mission review is meeting accreditation requirements. In this case, certain regional and professional accreditation specifications must be addressed. These specifications are typically comprehensive and, if followed, will promote a thorough review. While accreditation is often the primary stimulus and a major use, it need not be considered the sole reason for comprehensive self-study. The emphasis in mission review all too frequently is directed strictly toward achieving accreditation; subsequently, further use and

maintenance of the results do not receive adequate attention. Even when the effort necessarily must be directed toward obtaining or reaffirming accreditation, special attention to other possible uses is appropriate and desirable.

STAFF DEVELOPMENT

Broadly based faculty renewal or staff development is often discussed as a by-product or benefit of a comprehensive review activity. Time spent in rethinking educational philosophy, values, and alternatives is important for individual renewal. Yet staff development is seldom identified as a purpose at the outset. When individual development is an intended use of the review, it should be clearly stated and the process should be organized at each level to ensure that it is accommodated. For instance, the process should allow for broad participation of the college community, permit adequate time for discussion of issues at each organizational level, and provide financial support for visits to similar institutions and the advice or opinions of external professionals.

EXTERNAL COMMUNICATIONS

Although the review process is internally oriented, it can also yield additional benefits in the information it communicates about institutional strengths and needs to the general public. In this case, participation is again a key consideration. Involving prominent citizens through lay advisory councils, ad hoc task forces, and alumni committees—or perhaps as supplemental representatives in other groups normally composed of people within the college community—creates a group of representatives who can informally convey institutional strengths and needs. Furthermore, due to the influence that such individuals may exert on governing bodies or legislators, their participation may be especially valuable. In a recent example of this type of citizen involvement, an advisory-board member made a presentation recommending the establishment of a new program to the institution's governing board. Because the citizen had been involved in the initial evaluation of community needs, the credibility of his presentation to the governing board was enhanced.

REALLOCATION

Another example of a specific use that might be made of a mission review is the development of strategy relating to enrollment shifts. Many colleges and universities are experiencing significant shifts among the various disciplines; these shifts

may affect the school's mission. They often cause overstaffing in some departments and understaffing in others. When problems of this type are to be addressed as part of the self-study, several interrelated issues must be considered. Among these are policies on the use of part-time or adjunct faculty, teaching loads, length of contracts, tenure, retrenchment, and retraining. When these issues are specified early in the process, it is possible for individuals with expertise in each area to participate and for all affected groups to be heard.

Depending upon financial conditions related to a given institution, numerous other uses of the mission review may be desired. Resolving financial problems is becoming an increasingly common product of comprehensive mission analysis. In the most extreme cases, the analysis must address a financial crisis. More frequently, however, analysis of financial issues leads to setting budgetary priorities that can begin to change the direction of the institution. Unless based on mission review, these changes may lead to undesirable results.

Typically, when a financial crisis occurs, the extent of the immediate problem is known but the long-range consequences may not be visible. The crisis may be an anticipated deficit or, for those colleges and universities that cannot legally operate with a deficit, an immediate reduction. The immediacy of the decision required and the size of the deficit or desired cutback determine the extent to which mission analysis should be employed to obtain a solution. Temporary shortfalls of up to 5 percent (or possibly a little greater) are frequently addressed by relatively simple budgetary changes. For instance, a college can make across-the-board reductions, delay certain expenditures, or make a sizable reduction in a support area such as maintenance. In such cases, these decisions usually can be made by a few top-level administrators without the need for more comprehensive efforts. But when the financial crisis is too large for such strategies to work or is expected to extend over a prolonged period, a thorough review of the institution's mission is becoming more common. In such instances, identification of the specific purpose of the review will affect certain review procedures. For example, if people with financial expertise were included on each committee, more attention and value might be placed on cost analysis and cost-benefit factors. Opinions of outside consultants and advisers might also be sought more frequently in a financial crisis. The precise strategies developed are dependent upon the specific nature and extent of the institution's financial problems. Significant benefit from a mission review in solving these problems, however, can only be achieved if this use of the study is clearly indicated in advance.

Addressing financial situations that only require priority setting, rather than crisis-response actions, has also become an important use of many institutional mission studies. Two major factors contributing to this increased concern for

mission in priority setting are static financial conditions and the broadening base of higher-education needs. Static financial conditions often mean that new programs can only be developed at the expense of reducing current programs. Similarly, broadening the scope of higher education to consider many different constituencies and needs has resulted in a breadth and diversity of demands among which the institution must make priority decisions. In these cases, institutions are returning to collective analyses and decisions in order to ensure that all advantages, disadvantages, and needs are heard. This use of mission review requires broad participation, adequate time to assess and analyze a broad range of options, and opportunities to discuss or debate the relative priority among the various needs. Specifying this use early in the process is essential to allow the implementation of procedures necessary for its success.

COORDINATION

Occasionally an institution may be involved in two separate mission review efforts that have similar but not identical uses. One might be, for example, to meet accreditation requirements, and the other to participate in systemwide master-planning. If the processes are simultaneous, coordination is essential and complete integration of the process is desirable. Faced with such a situation, an institution might choose to appoint the same individual to coordinate both activities. Whatever strategy is used, it is essential not to have duplication of effort or contradicting recommendations.

Organizing for Self-Study

After all the specific uses of the mission review are clarified, a number of important factors need to be considered and decisions reached in organizing the review process. These concern leadership and staffing, decisionmaking structures, preliminary assumptions and issues, methodology, and scheduling. It should be noted that these preliminary decisions may be revised at any time. For example, some additional uses might be identified during the organizational process. The review process, like the resulting statement, should be considered dynamic, and modifications should be made as conditions warrant.

The importance of leadership and staffing requirements cannot be overemphasized. Not only do many of the issues require presidential attention, but direct involvement by top-level administrators is often perceived by other participants as an indication of the institution's commitment to the process. A positive faculty and staff attitude toward the review is essential to obtain maximum results, and the active involvement of institutional leaders frequently helps to create such a disposition among all who participate in the review. Strong leadership is also required to keep such a broad effort focused on its intended purposes and uses. It is essential to have leaders who provide an institutionwide perspective on the comprehensive mission issues. Furthermore, leadership is necessary at *each* level of the self-study structure. But although the need to have a strong leader to direct the entire process is usually recognized, leadership requirements at other levels are frequently overlooked. Careful consideration should be given to selecting leaders for departmental and service-area committees. Satisfactory results from the overall effort depend as much on leadership at this level as on the central or executive task-force level.

Staffing the review effort is a related consideration. Several techniques have been adopted by institutions to meet staffing requirements. One is to use released time to provide full-time or part-time staff to serve on committees with heavy work loads. Another is to require that information requests by the various committees be submitted to the appropriate administrative offices of the institution. When this technique is used, it is probably best to have all requests flow through a single person, such as the overall leader of the review. This coordination prevents duplication of requests and also places the responsibility with someone who typically has the authority to get the desired information within a reasonable amount of time.

Staffing requirements are directly affected by specific decisions that increase the level of reliance on special studies, such as a community needs assessment, rather than on existing data. When not part of the ongoing institutional research plan, designing and conducting various types of follow-up studies or assessments can require a major staff commitment. For example, collecting information about job opportunities from business leaders and major employers may be a lengthy process that requires special expertise. Special skills may be needed to develop survey or interview instruments, select an appropriate sample, and teach interview techniques to field staff. Such special studies may necessitate a full-time staff director in addition to a considerable support staff for conducting interviews or administering survey instruments. Staffing requirements can be greatly reduced

when there is an ongoing institutional research program that generates a dependency upon current data rather than on special studies.

DECISIONMAKING FRAMEWORK

Determining the decisionmaking framework is an important consideration during the organizational stage. Many adverse feelings about comprehensive mission review can arise because the participants do not understand the extent of their responsibility in an assigned area. That is, one task force or committee may believe it has the primary responsibility for making recommendations to the president about changes in an operating unit. If those recommendations are rejected by another task force or committee without ever reaching the president, the group may believe that its efforts were futile. Explaining the extent of responsibilities and authority to all participants at the beginning of the process can remove at least some unrealistic expectations.

One commonly used decisionmaking approach is to aggregate the recommendations of the various task forces or committees to form a report that is submitted to the president. An advantage of this approach is that all recommendations are reviewed by the chief executive officer. Each committee will know that its efforts have received some attention from the person responsible for directing the institution. A significant disadvantage is that it may not afford an opportunity for interaction among the various segments involved in the review, or for integration of their recommendations. This disadvantage can be avoided, however, by establishing a central task force to review all segments of the report and return those segments to the originators with proposals for further deliberation.

Another important factor in the decisionmaking framework is to clearly identify those issues beyond the direct control of the institution. Some desired changes may require approval by governing boards, legislative bodies, or other state officials. These may include such actions as establishing new degree programs, terminating degree programs, or developing branch campuses. Specifying the issues that require approval by an external authority helps to place the status of such recommendations in perspective; it can also help to reduce frustrations when the institution cannot immediately implement some desired change.

Regardless of the strategy selected, the responsibility for each level in the decisionmaking framework should be clearly specified. This prevents the unrealistic expectation that all recommendations made by a given committee will be implemented.

Identifying preliminary assumptions and issues is another important step in organizing for self-study. Preliminary assumptions are of two types: (1) those that limit the issues to be studied and (2) those that provide direction. For example, if a community college has no intention of seeking four-year status, the time required to analyze and evaluate the community-college concept can be saved simply by assuming that this part of the institution's mission will continue. Another type of limitation might concern externally imposed restrictions, such as a mandated range of programs. In this case, one institutional alternative is to assume that no change will occur and to restrict the deliberations to current program parameters. The advantages of the restrictive assumption are that no major regulatory change is necessary to implement recommendations, no time is wasted addressing such issues, and the risk of disillusioned participants is minimized. (For example, if an institution is restricted to baccalaureate programs by a state master plan, the effort to identify a need for a master's-level program may be time-consuming and the recommendation difficult or impossible to implement.) The disadvantages of utilizing a restrictive assumption are that it reduces creativity, prevents examining all higher-education needs, and curtails opportunity for institutional development.

An alternative approach is to permit the identification of all higher-education programs and services needed, but with the admonition that it may be difficult or impossible to implement proposals requiring regulatory change. Advance recognition of the difficulty involved in implementing recommendations reduces the danger of disillusioned participants. The benefit in this approach is that all higher-education needs can be identified and analyzed even if the institution cannot respond directly.

Several approaches might be used to ensure that identified needs are met when authorization cannot be obtained to provide the services. These include offering cooperative or joint programs or simply encouraging another institution to provide the services. Thus, the alternative approach to restrictive assumptions offers a greater chance for total response to higher-education needs. With proper guidelines, keeping the number of restrictive assumptions to a minimum will also allow a broad and creative analysis of these needs.

A different type of assumption is used to provide direction to the mission study. It entails a description of anticipated conditions, such as financial or enrollment changes. If financial levels are expected to be relatively static, it might be assumed that new programs and services will be supported only through reallocating resources. In this case, an important charge to participants might be not only to indicate priorities for new services but also to identify programs that should be

deemphasized. Although assumptions that provide direction or restriction may be changed as a result of later analysis, it is helpful to have these to provide a common ground for the participants in the review process.

Although the process of identifying assumptions is one in which many issues are selected, limited, and analyzed, it should not be the only means by which issues themselves are identified. Instead, issue identification should probably take place on two levels. First, a central task force or steering committee should identify broad issues that each component unit might address, such as considering the needs of adult part-time students. Second, each component unit should be charged with identifying and addressing issues as it assesses its own area of responsibility.

METHODOLOGY

A topic related to both the decisionmaking framework and preliminary assumptions and issues is determining methodology. One common approach is to develop a general framework of policy guidelines. Each component unit is then charged with the responsibility of developing findings or recommendations consistent with the overall guidelines. For example, the overall guidelines might state that increased emphasis will be given to programs that serve regional needs. The implications of this guideline would then be analyzed by each component unit and its subsequent recommendations would be consistent with the needs of the targeted population. This approach, sometimes referred to as the top-down method, requires considerable effort and broad input as the general guidelines are prepared and issues identified. It provides considerable direction for each component level and thus increases efficiency in the process. By its design, however, this approach restricts options and does not allow as much freedom in the review. While there are particular advantages to this approach in mature institutions, where only moderate change might be anticipated, it may be too restrictive in a new institution with many options for development or in an older institution that must consider drastic change to survive.

An alternative approach, sometimes classified as the bottom-up, is to begin the review at a decentralized level, such as the instructional department, where needs can first be assessed and services proposed that respond to those needs. Then, the preliminary institutional mission statement is developed by aggregating reports from all of the units. A characteristic of this process is that it allows for a great deal of freedom. That is, a broad range of needs may be considered and many new services proposed. However, this approach tends to result in an identification of a greater number of options than the college can implement. While this may be an advantage when significant institutional change is anticipated or desired, it

becomes unwieldy for mature institutions that anticipate only minor redirection of mission. In such cases, it can lead to disenchantment.

Of course, an institution need not elect either the bottom-up or the top-down approach. Rather, an interactive procedure might be devised whereby a bottom-up approach would be used to generate issues. Then, after consideration of which issues were of sufficient priority for further analysis, a top-down approach could be employed. The very nature of the interactive process, which requires that decisions be made about the extent of interaction needed, would probably lead to expanded time schedules, but the quality of the analysis might benefit.

SCHEDULING

Scheduling is affected by decisions made in many other areas. Time requirements increase in direct relationship to the number of participants, their degree of participation, the complexity of the decisionmaking framework, the number of issues debated, and divergencies of opinion on various issues. A general truth in mission review is that each step normally requires considerably more time than is anticipated or allocated. Depending on the cumulative impact of a number of design decisions, Kells and Kirkwood (1979) report that a self-study frequently can require from 12 to 24 months. Although this time span may seem excessive, it can extend even longer without emphasis on scheduling.

One of the first considerations in scheduling is to identify any prerequisite or sequential aspects, such as the need for special studies or basic data collection. If, for example, a special needs assessment must be conducted for one or more program-evaluation areas, the necessary resources must be directed toward the accomplishment of that task very early during the mission-review process. Without consideration of such sequential needs, excessive delays can be expected. A second step is to identify any necessary deadlines. These may occur in the form of an external requirement, such as a legislative mandate to complete a master plan, or they may result from internal decisionmaking needs, such as those that accompany the budget cycle or the academic calendar.

Upon the consideration of various sequential relationships and deadlines, a schedule can be developed that attempts to satisfy the various requirements. It should be stressed that a detailed schedule of activities and time requirements is essential in a comprehensive review activity. Without considerable attention to this area, such activities tend to be set aside until all day-to-day operational requirements have been met.

The benefits derived from participation in mission review may be as important as the product itself. In the first place, participation is a part of the heritage of American higher education. Second, it can result in a better product because it leads to a greater commitment to the mission and thereby establishes a strong foundation for the mission's use in strategic management by all members of the campus community. Finally, the deliberation and analysis involved in the review become methods in and of themselves for inservice development and improved communication.

Many of the design decisions—such as those concerning the uses to be made of the study, the decisionmaking framework, and the methodology—help to determine participation. One required decision concerns the extent to which members of the campus community are to be involved. Although it has become traditional to involve students, faculty, staff, and board members in all comprehensive mission-review activities, the degree of their involvement may vary by issue within an institution. For example, a proposal to establish a new program within a particular discipline may not require broad participation by students, by administrators, or by faculty members from nonrelated disciplines. Similarly, certain institutionwide issues may be better addressed by administrators with responsibilities for those functions than by students, faculty, or staff. Generally it is better to address each issue with a wide range of viewpoints. For one thing, those with less expertise on a given issue can learn rather quickly through discussions and analyses. For another, the disadvantages of inexperience and unfamiliarity with certain issues can be compensated for by increasing the proportion of members who have the most expertise. For example, on the question of how to complement an institution's instructional program with curricular activities, a significant number of committee members should probably be students; on the other hand, an issue dealing with admissions requirements might well include the same proportion of students, faculty, and administrators.

Another factor to consider in determining participation is the use of people who are external to the college community, such as consultants, citizens from the service area, and alumni. In general, consultants are more often asked to help on issues calling for major change—deleting programs, adding campuses, establishing new institutions, or increasing the level of program offerings. They are also frequently used as a source of specialized expertise not available on campus. Increased consultant participation is usually the result of an attempt to have more objectivity and a broader perspective on major issues or to have someone to "take the heat" on sensitive topics. The second external resource, citizens from the service area,

provides two important benefits. These people can help to identify the particular needs of the community and assist in formulating recommendations to develop services responsive to those needs. In addition to providing a strong community focus, they can be an asset in communicating the strengths and needs of the institution and, in general, supporting the institution in its fund drives or budget requests. Use of the third resource group, college or university alumni, has the added advantage of involving people whose familiarity with the institution can make them particularly helpful in assessing its traditional strengths and weaknesses.

As different types and levels of participation are decided, a key issue will often be whether to use standing committees or special task forces. To a certain extent, tradition may play an important role in the relative reliance on either type of group. In some institutions, for example, the faculty senate may be the primary influence on such policy issues as admissions or curriculum. In these cases, that council would be expected to play a major role in related deliberations in mission review. Even in institutions with strong systems of collegiate governance by standing committees, a broad-based steering committee should be established to provide overall direction for the review process. When standing councils are used as the primary decisionmaking framework, they should be directed to seek broad-based input as issues are debated.

An alternative approach is to establish topically oriented task forces to address research programs, student services, administrative services, academic services, and support services and to serve as bodies for proactive development. As these specialized task forces analyze issues and develop recommendations, the standing councils and committees can serve as reactive bodies. While the relative roles of standing committees and specialized task forces are being considered, however, it is essential that this deliberation coincide with a review of the decisionmaking framework to ensure that all participants clearly understand their responsibilities.

Analytical Support

Data and analysis should not dictate an institution's mission. Instead, they should provide the basis for discussions and proposals. Even with considerable analytical evidence of an identified need, policy decisions should be a matter of conscious choice. For example, an institution with a selective admissions policy may identify through data analysis a need for an open admissions program to serve a large number of local high-school graduates. Rather than responding to that need, however, it may make a policy decision to retain its selective admissions requirements and its historical mission. Rather than changing its own mission, it

may choose to enlist the help of other colleges, universities, or agencies to respond to the need identified by its analysis.

Three fundamental areas should be analyzed in conducting mission review. These may require special studies or in certain cases draw from existing or recurring studies. Based on the strategic-planning framework presented on page 20, these are: (1) the historical analysis of institutional values, purposes, and services, (2) an environmental assessment of factors such as community needs, general trends, and competition with other institutions, and (3) a determination of the institution's capacity to meet those or other needs. In general, the historical analysis provides a frame of reference that explains in part the current status of the institution. This, coupled with differences between the needs that the college might address and the capacity of the institution to respond to those needs, should become topics for discussing changes in mission.

HISTORICAL ANALYSIS

The examination of an institution's historical development is generally not technical, does not necessitate reviews and interpretations of significant amounts of data, and does not require major time commitments. Rather, it considers the purposes for which the institution was established, evaluates the services that the institution has implemented to achieve its purposes, assesses major institutional changes that have occurred (and their reasons), and determines how well the institution has met its purposes. This type of historical examination is helpful because the character of an institution normally develops in response to a valid set of needs during a given period of time. Thus, as an institution begins to examine current and future needs, it should also consider whether those historical needs are still viable.

A number of examples might be given of issues that may be raised by this type of examination. Teachers' colleges, for instance, were established to meet the once vast demand for elementary and secondary school teachers. As the primary purpose for which these institutions were established has been reexamined, however, most of them have determined that while the need to offer these programs is still sound, many other programs and services can also now be justified. Thus, most of these institutions have become general-purpose colleges or universities that maintain considerable emphasis on teacher education. Proposed changes in admission requirements is another example of the type of issue that should be examined in a historical analysis. In response to growing student demand for access to a college education, an institution may have decided to become less selective in admitting students. On the other hand, a reduction in the number of students seeking admission to a particular institution may have resulted

in less-stringent entrance requirements. These policies may all have been made in response to past changing needs or demands; consideration of future changes should benefit from a review of why the current policies exist.

ENVIRONMENTAL ASSESSMENT

Analysis of the college environment refers to activities that identify the needs of individual students, members of society at large, and business and industry for educational programs, research, or related services—in other words, opportunities for the college. It also refers to an assessment of current trends in higher education and an examination of the competition posed by other colleges and universities. This broad type of analysis or assessment is frequently the most difficult and demanding aspect of a mission study. Selections must be made from among vast amounts of data that relate to higher-education needs on national, state, regional, and sometimes local or institutional levels. These data are available from sources such as the Bureau of the Census, the Bureau of Labor Statistics, state employment offices, chambers of commerce, utility companies, institutional and statewide management-information systems, and recurring district or statewide surveys of high-school students. Abstracts of many such postsecondary-education data bases have been developed by Makowski (1979), and Harris (1978) has prepared a handbook for gathering community information. In addition, many colleges or universities determine that special studies, including surveys, are necessary to provide information responding to specific questions facing the institution. The combination of existing information and new data collections results in almost limitless demands for analysis.

In order to ensure that assessment of needs can be accomplished within the limits of the resources that can be committed to the task, four factors should be considered: (1) the scope of analysis, (2) the use of expert groups, (3) the availability of existing institutional data, and (4) the availability of data from external sources. In the first instance, there are several ways to limit the scope of analysis. One, discussed in a previous section of this chapter, is to restrict the study by making preliminary assumptions. For example, a two-year college should probably restrict its analysis of manpower demands to career fields requiring no more than an associate degree for entry. Similarly, a university that has no medical school may very likely decide not to consider manpower needs in the health professions.

Another way in which the demand for analysis can be restricted is to use a group of experts to identify issues to be studied and analyzed rather than reviewing and collecting large amounts of data. This approach requires that the group have

the requisite background and ability to anticipate factors that will have a significant impact on the institution. A third way that many colleges and universities restrict the resources required for analytical support is by deciding to use only currently existing data in most, if not all, instances. This may mean, however, that the precise data desired to answer a particular question might not be available. It could also mean, in terms of the last alternative, that there must be some leniency with respect to the accuracy of data used from other sources. For instance, the institution might have to use similar data from another region or district and make assumptions concerning what the precise data would be if collected. Depending on the issue at hand, this may or may not create a hardship. But before deciding what limits to place on the demands for data and analysis, an institution should identify the kinds, sources, and applicability of existing data, determine what additional data may be needed, and consider the problems and resources related to obtaining such information.

Manpower Trends. Many colleges and universities in their mission studies have analyzed the manpower demands of business and industry, especially for college-trained manpower. Many sources of data are available on various aspects of this topic. Chambers of commerce usually conduct studies that provide useful information on current and anticipated demands. National and state agencies, such as the Bureau of Labor Statistics, state departments of commerce, and state employment offices, also publish reports that are helpful. Some colleges and universities maintain lay advisory councils composed of people from various areas of business and industry, and these can assist in analyzing manpower needs. Professional organizations and labor unions maintain records, conduct studies, and make projections concerning their professions and occupations. Also, many nationwide studies are sponsored by various foundations to examine future needs. Perhaps the most useful general reference is *Occupational Outlook for College Graduates,* published annually by the U.S. Department of Labor.

Although a vast amount of such data exists, much of it may be difficult to adapt to a given institution's needs. For example, a good deal of this data as a whole is aggregated on a national, regional, or statewide basis. If an institution is responsible for serving residents of a particular region only, or of a district within a state, the available aggregations of data may be of little direct value. Thus, after reviewing the availability and applicability of such information, a college or university may decide additional studies are necessary.

In spite of the fact that comprehensive manpower studies designed specifically for an institution's needs may be beneficial to mission review, the resources required to conduct such studies can be prohibitive. When broad-scale surveys are

necessary, it is not uncommon for the process to require as much as a year for several full-time people and numerous part-time interviewers to complete. Thus, unless a major commitment can be made to this topic and considerable time and expertise are available, it is not advisable for an institution to attempt this type of project.

Population Trends. Demographics is another broad area that most institutions consider in conducting their mission studies. Unlike manpower demands, population data usually exist in such forms and aggregations as will meet the needs of a given college or university. The Bureau of the Census, of course, can provide a wealth of information (see, for instance, *City and County Data Book* [U.S. Department of Commerce, annual publication]), and the recent decision to update the census more frequently will mean increased accuracy and more timely data. Normally, vital statistics are readily available for each state on both a statewide and county basis. With these sources of information—and that maintained or published by state departments of education for the various school districts concerning enrollments, attendance, and graduation rates—an institution can normally obtain the information necessary to analyze current conditions and project the impact of future demographics.

Competition. In many analyses of demographic information and future impacts, the influence of programs and services provided by other public and private colleges and universities is frequently overlooked. This type of influence is similar to a competitive relationship, even though the competition is frequently not intentional or overt. That is, when more than one institution offers educational services to the same, or parts of the same, pool of potential students, the actions of each institution have an impact upon the others. This is particularly noticeable when programmatic changes occur. For example, if a full-time residential college decides to make a concerted effort to provide educational services to part-time students by offering evening and off-campus programs, it could drastically affect the efforts of another institution that already serves that clientele. Examples of decisions that could alter the currently existing competitive relationships between institutions include changes in admission requirements, establishment of new programs that duplicate or are similar to existing programs in a sister institution, or establishment of branch campuses or off-campus centers. It is therefore important to consider the programs, services, and plans of sister institutions during a mission review. In particular, because so many noncollegiate institutions also provide similar services to the public, it is useful to define competition broadly. The focus of a competitive analysis should be on identifying areas in which the institution

has (or could have) a competitive advantage—in other words, a particularly strong opportunity for success.

Public Opinion. Another general topic frequently analyzed during a mission-review process concerns the needs and opinions of both the public at large and the college community, including students, faculty, staff, and alumni. The uniqueness of this information often requires special studies. Such information normally is collected only in concert with rather comprehensive efforts. These might include, for instance, an institutional self-study to meet accreditation requirements, or a mission review that has been initiated for such reasons as a change in administrative leadership or major financial problems. Therefore, recent or timely information of this type frequently does not exist.

Like manpower studies, analyses of public opinion can require considerable time and resources. However, standardized instruments, sampling techniques, and even some standardized analyses of data are available and can reduce the institutional effort. One such instrument is the Institutional Goals Inventory developed by Peterson and Uhl (1977) to use with individuals both internal and external to the college community. It collects opinions about the current emphasis an institution gives to various goals, how well those goals are being achieved, and how much emphasis should be placed on them in the future. Romney (1978) has also developed an approach for comparing the goal priorities of important constituencies. In addition, the College Entrance Examination Board and NCHEMS are continuing work to develop procedures and instruments to measure educational needs (Segal and Sell 1978). An important consideration in deciding whether or not to assess opinions and measure needs of the internal and external college community is that the process can serve dual purposes. Not only does the institution obtain information about the opinions of its various publics, but those who participate in the study also gain information about the institution. The process can thus serve an important public-information function.

Students. Analysis of various types of student-related data is performed in all mission studies. Although the level of analysis varies by institution, a number of rather common issues are usually considered. These include institutional and departmental admissions requirements; retention rates; enrollment histories and projections at several levels of aggregation; trends concerning the sources, characteristics, and quality of students enrolled; and outcomes information concerning how well students perform after completing various programs. Although some special analysis may be required to complete such studies, especially in the area of student outcomes (Gray, Jacobson, Micek, Patrick, Renkiewicz, and Van Dusen

1979), most of the other necessary student data bases exist at each institution and most of the analysis can be accomplished without requiring a major commitment of additional resources.

The preceding paragraphs have focused on several key areas of environmental assessment. Other areas need to be examined, of course, including political and legal trends, changing societal values, changing sources of support, and other topics of concern to a particular institution.

INSTITUTIONAL CAPACITY TO MEET NEEDS

Much of the information necessary to analyze an institution's capacity to meet needs already exists in usable form. The broad knowledge to be gained by assessing this area includes the institution's total human and fiscal resources, its ability to reassign such resources, and the de facto priorities revealed through budget analysis. In other words, an effort should be made to determine the institution's *distinctive set of competencies.* With this knowledge, decisions can be made about the institution's ability to respond to needs indentified through assessment of the college environment.

Finances. A major portion of information about finances is developed annually in budget-planning activities. Revenue forecasts, cost studies, and cost projections can provide valuable information for most mission studies. Tools developed by NCHEMS for analyzing costs and predicting resource requirements (Topping 1974; Gamso 1977) should provide helpful information to the institutional planner. These tools can assist in determining whether an institution has the capacity to continue or expand current levels of service, or if it will be necessary to reduce the level of current services. Furthermore, institutional expenditure trends by function reflect the de facto priorities of the institution.

Personnel. The level of faculty and staff resources is another aspect of institutional capacity that should receive careful attention. Although such evaluation may lead to controversy, it is perhaps the most important aspect of institutional capacity. In addition to information about total numbers of faculty by discipline, special strengths or weaknesses in instruction, research, and public service should be analyzed. In the process of conducting faculty review, the strengths and weaknesses of various programs can be inferred. Often, information concerning the quality of various programs may already exist in the form of professional or regional accreditation reviews.

Facilities. Knowledge about the quality and capacity of space is required to determine how much growth can occur in existing facilities, and what renovations or new facilities may be needed. Also, the quality and quantity of library holdings, computer services, and other specialized instructional or research equipment are important determinants of the ability of an institution to respond to needs.

Intangible Capacity. In addition to the commonly examined factors already described, several intangible factors influence an institution's capacity to respond to needs and should be systematically assessed. These include such attributes as institutional tradition, reputation, attitudes, and heritage. Their importance, although not as obvious as financial or faculty resources, is significant since they have considerable influence on institutional flexibility. In fact, they may be the key elements of an institution's distinctive competencies. For example, if a liberal-arts college has always been small, highly selective, full-time, and residential, its ability to provide services to a broad range of part-time students at off-campus locations is limited. In this case, a proposed transition from limited to broad services would require a rather dramatic philosophical change in faculty, staff, and board members. It also might require changes in operating procedures, such as those for registration. Generally speaking, intangible factors can be ascertained by an awareness of these conditions rather than through special studies. One available tool, however, is the Educational Testing Service's College and University Environment Scales (Baird 1972). This helps to assess the attitudes of various groups toward such factors as scholarship, awareness, community, propriety, practicality, campus morale, quality of teaching, and faculty-student relationships.

In summary, analytical studies provide information concerning the heritage of an institution, its strengths and weaknesses, its capacity to respond to needs, and an assessment of the college environment—including consideration of current and anticipated needs for higher education. The information derived from the analyses should not dictate institutional mission. Rather, it should provide the basis for discussions and policy decisions concerning institutional priorities and change.

Communicating Purposes, Process, Progress, and Results

Institutional leaders generally stress communicating the final product or report of mission to various internal and external audiences, but rarely do they emphasize communication during the earlier stages. During the process of such a study, however, there are three important phases of communications. The first phase involves preliminary decisions that are made about the purposes and uses of

the study, the design of the process, the identification of the participants and their form of involvement, and the decisionmaking process. Careful attention should be given to informing the general public of the mission review and sharing details with all participants both in writing and through opportunities for discussion. Committing the preliminary design to paper is an advantage for at least two reasons: (1) it normally makes the design more comprehensive and precise than it would be in strictly verbal presentations, and (2) it gives participants a better opportunity to review and critique the preliminary design, a step that may result in modifications that improve the mission-review process.

The second phase of communication should occur while the study is in process. During such a review, whether conducted by specialized task forces, departmental groups, standing councils, or by some other form of participation, numerous deliberations often result in various recommendations. After the recommendations are forwarded to the decisionmaking points, all too frequently no further information is shared until the final mission statement is published. When those who have been involved do not understand the status of their recommendations or why they were rejected, disenchantment can develop with campus planning in general and with the mission statement in particular. On the other hand, communicating during this phase can lead to a clearer understanding of why the institutional mission is defined in a particular way. A desirable kind of communication during the self-study consists of discussions between the decisionmaking bodies and those who have been involved in developing the various recommendations. Free discussions during this period help to develop and clarify understandings and provide feedback that may change the opinions of those responsible for decisionmaking. Communicating during this phase can also reduce rumors that often occur after the various groups have submitted their recommendations. And, finally, communication between special committees and central leaders during the early stages of the mission review normally improves the quality of decisions.

The third communication phase should occur upon completion of the study. At this point, it is advisable to consider different ways of sharing the results. The form and substance of the communication should be designed to reach and meet the needs of the various publics served. Insofar as possible, the rationale underlying the various policies should be presented, in addition to their substance.

Many institutions have chosen to develop two or more different mission publications. A comprehensive document is published for those people who need and desire such detail—typically a relatively small number of individuals such as faculty leaders, administrators, and board members. One method of broadly disseminating the comprehensive document is to print the report in an issue of the

campus newspaper. This technique is particularly advantageous because it makes the review available to the entire campus community at a relatively modest cost. For individuals or groups requiring less detail, a summary document is often prepared. This may be distributed rather broadly to state and national agencies, other colleges and universities, high-school counselors, political leaders, and key alumni. This type of publication may also be distributed as a handout at speeches or public discussions, serve as a brochure for recruitment, or be sent to people who have general inquiries about the institution.

In addition to communicating the results through publications, a number of other avenues should be considered. Many members of the college community have the opportunity to discuss educational topics with civic clubs, professional societies and organizations, business and industrial groups, and alumni clubs. In addition, legislative hearings, board meetings, and meetings of various educational study commissions all provide opportunities for discussing the institution's mission (Jacobson 1979). In general, emphasis on all forms of communicating the mission creates a broad understanding of the institution and helps to develop support within its various constituencies.

Strategic Updating of Institutional Mission

Although this chapter has primarily been devoted to concerns related to developing mission statements, a number of factors should be considered if the statement is to continue to provide direction in decisionmaking. First, as conditions and needs change that have influenced the course of the statement's initial development, it should be reassessed and modified. It is therefore desirable to monitor the various needs and factors that might change the institutional direction indicated in the mission statement.

One way to establish such a monitoring system is to ask the steering committee to identify those needs and capacities that were most significant or influential during the review and to suggest the best means for reassessing them on a regular basis. The data gathered and the studies conducted during the analytical support phase provide a good indication of both the kinds of data and the sources of data that might regularly be monitored. This will probably include basic information such as enrollment trends by discipline, financial conditions, and success in placing graduates—information that can normally be monitored on an annual basis. Several institutions have identified a set of predetermined triggering circumstances that, if they occur, result in the reassessment of the institution's mission. Information obtained by special study or survey during the review will probably

not need to be monitored annually; however, it is a good idea to determine during the mission study how valuable the information is from special studies and how often the institution might need to replicate those efforts.

For greatest impact, a mission statement should be a dynamic document, and it should be reassessed at regular intervals. Whenever changed circumstances make a current strategic decision inconsistent with the parameters of the existing mission, serious attention should be given to either revising the statement or changing the decision. In considering potential revisions, some planners have found it useful to regard the various components of the mission statement as analogous to a legal system consisting of a constitution, statutes, and administrative code. Any of the three components can be changed whenever necessary; generally, however, regulations in the administrative code are much more subject to change than statutes, which in turn are prone to more frequent revision than the constitution. So, too, might one regard an institution's scope: program inventory changes regularly, whereas the institution's role and mission, respectively, enjoy increasing stability. This analogy has important implications for organizing a revision exercise. If only minor parts of the overall mission statement require change (that is, an expansion of scope), a major select presidential committee will probably not be needed. When circumstances indicate the need for change in all three components of the statement, however, a major revision should be undertaken with broad participation.

Although it is important to monitor the various kinds of information upon which the statement has been established, the most important way to maintain a viable mission concept is to use it (as discussed in the previous chapter) to justify all strategic decisions, establish budget priorities, and design the institution's performance-evaluation system. When any part of the statement is no longer useful for these purposes, it should be modified to reflect current institutional policies and priorities. This results not only in the maintenance of a viable statement, it ensures its implementation—the only justifiable reason for developing a mission statement.

Summary

Although no single prescription can be given for conducting a mission study, table 2 summarizes a number of key considerations or questions for those designing a self-study.

TABLE 2

Summary Considerations for Mission Review

Area of Consideration	Key Questions
Determining and developing institutional readiness	Are major participants' attitudes supportive? Are sufficient resources (time and dollars) available? Does the mission-review cycle support planning needs?
Clarifying specific uses	What is the primary reason for the mission review? What other purposes are to be served? Does the study design support all intended purposes?
Organizing for self-study	Is there sufficient leadership and staffing at all levels? Is the decisionmaking process understood? Do assumptions provide limitations or direction? Is the methodology appropriate to the time and resources available? Does the schedule allow sufficient time?
Determining participation	What is the role of each campus participant? How will outside participants be used? Are special task forces necessary? What is the role of standing committees? How can participation be utilized in promoting unified strategic management?
Providing analytical support	How (and why) has the current mission evolved? What information is needed about the external environment? What environmental data is readily available from other agencies? What information is needed about the institution's capacity? How can the capacity data be obtained most economically?
Communicating progress and results	How should the preliminary study design be communicated? What mechanisms will be used to share the progress of the effort? How will the final statement be communicated to internal audiences? How will the final statement be communicated to external audiences?
Maintaining viability	Who will monitor the need for mission review? What explicit "triggers" can be set forth to ensure that the mission statement remains relevant? How will the new mission statement be used in budgeting? How will the new mission statement be used in program planning? How will the new mission statement be used in performance evaluation?

5
Conclusions

A number of points about mission review developed elsewhere in this book deserve reiteration. Mission review:

- Can serve as an invaluable foundation for campus planning and budgeting activity
- Requires careful organization and broad involvement
- Is most successful when approached from a strategic-planning perspective
- Is continuing to grow in importance at the state level
- Should receive increased attention in institutional planning

Some closing observations about each of these five conclusions are offered below.

The Importance of Mission Review

While the authors have observed several unproductive attempts at carrying out mission studies, we do not believe that it should necessarily follow that less time be devoted to clarifying the mission. In fact, it is not at all clear what mission would be executed in the absence of a broad understanding throughout the campus about what the institutional mission is.

The case-study observations that shaped the content of this book have demonstrated that a well-executed mission review goes hand in hand with purposeful institutional development. The review period provides ample opportunity for discussion and selection of a number of alternative futures. We have seen this careful analysis and deliberation yield positive results for subsequent implemental planning activities. That is, those involved in programming and budgeting decisions that altered institutional character were much better informed about the results being sought and about the relationship of the particular activity in question to others within the institution.

We believe that thoughtful mission review is valuable at any stage of institutional development. Yet, a number of recent and emerging factors suggest that the next decade will prove to be an especially appropriate time for mission review. The most frequently discussed factors, of course, are the growing evidence that American higher education may be overbuilt in relation to the numbers of students seeking programs that colleges historically have offered and the decreased willingness of funders, principally state governments, to maintain the current level of productive capacity. The interrelated threats of fewer students and fewer resources pose a series of questions that a number of institutions must face:

1. Should program offerings be curtailed?
2. Should an attempt be made to serve new markets with existing programs?
3. Should new programs be offered that capitalize on institutional capacity?
4. Can more-productive technologies replace existing approaches for providing educational services?

To some degree these questions have been asked throughout the history of higher education. Some of the options now being considered, however, have such potential for drastic change that a thorough assessment of an institution's current mission is imperative.

Organization and Participation

In conducting a number of case studies, we have found that careful attention given to organizing the mission-review activity and to providing arrangements that permit broad involvement of a number of parties increases the chance of satisfaction with the result. In an earlier section, we described a number of factors that

should be considered in organizing a mission review. These concern determining and enhancing readiness to plan, clarifying potential uses of the planning results, providing adequate staffing and leadership, reaching an understanding about how decisions will be made, specifying assumptions and constraints, selecting appropriate methods, and designing and adhering to schedules of events. Some of those involved in campus planning may find that this degree of attention to organizing for self-study leaves them impatient to get on with the planning itself. We believe, however, that time spent in *planning* for planning will prove to be a good investment.

Since the potential outcome of a thorough mission review can have such a far-ranging impact on the life of an institution, a customary practice has been to involve a large number of participants. Although several situations were observed in which the mission statement was developed by a small core of central executive staff, evidence suggests that broad participation is worthwhile. The reasons for inviting faculty participation are generally understood: the faculty will have to implement any changes in mission and continue to carry out those aspects of the mission left unchanged. Student, staff, and board participation, while often regarded as more perfunctory, seemed to yield valuable results as well. In fact, it is difficult to imagine a more important role for a lay governing board than evaluating mission alternatives facing the institution, since the board's historic and legal responsibility typically is to ensure that the institution acts with the public welfare in mind. The board's fiduciary responsibilities notwithstanding, the policy choices posed by alternative mission identities are most fundamental to the public interest.

The types of participation will almost necessarily vary according to the size of the institution. At several smaller colleges, we observed creative mission-review approaches that permitted every faculty member to be actively involved. Those approaches, however, do not lend themselves to the needs of larger institutions. We did observe, however, that larger universities could offset the potential negative impact from lack of broad participation with a well-designed communications program. Through the extensive use of public hearings, newsletters, and preliminary and final reports, these institutions were able to achieve most of the positive benefits of broad participation.

The Strategic-Planning Perspective

Much of the criticism surrounding some mission-review effort concerns its lack of impact on important decisions facing the college or university. Frequently, this failure to achieve impact comes from the failure to consider all relevant factors

in mission review. We have found through case-study observation that a comprehensive-planning perspective—similar to strategic planning, as described in the general management literature—contributes to successful mission review.

A common framework for strategic planning in any type of organization requires the matching of information from three potentially conflicting sources: the internal capacity of the organization, those external factors impinging on the organization, and the heritage and tradition of the organization itself and the values of its members. This framework seems especially appropriate for adaptation to current needs in higher-education planning. Colleges and universities have long been concerned about internal capacity in their planning activities, and faculty quality, program strengths, and other such measures continue to be important. Factors in the external environment, such as those concerning demographic, social, and economic changes, are increasing in their impact on college operations—an impact that all too frequently has been overlooked in past efforts at mission review. Finally, the heritage of the institution and the values of its members are important considerations in mission review. While often overlooked in formal analysis, these factors are just as important as those more measurable characteristics pertaining to capacity and external environment.

Mission Review at the State Level

The determination of mission statements at the state level has increased in regularity during the last decade. This trend shows no signs of abating; if anything, it will grow. Most previous efforts to incorporate mission statements in state master plans have focused on institutions in the public sector. The growing acceptance of the postsecondary-education concept and the strengthening of 1202 commissions suggest that state interests will continue to expand beyond the traditional state-supported collegiate sector and increasingly will encompass mission evaluation for private colleges, vocational centers, and proprietary schools. State-level involvement may be limited to clarifying the mission of the various sectors, but it may go further (as it has for state institutions) and concern itself with the mission of individual institutions.

The same demographic and economic trends that have been generating a need for increased attention on mission review at the institutional level also operate at the state level. In fact, these forces have combined to create new competitive trends that are disturbing to some state legislators, who frequently turn to the state's postsecondary-education council for advice and action. Results of a recent

survey of the chief executives of these state councils indicate that their involvement in modifying institutional mission identities is extremely likely during the coming decade. (See the Supplement for a more detailed discussion of mission review at the state level.)

Institutional Mission Review

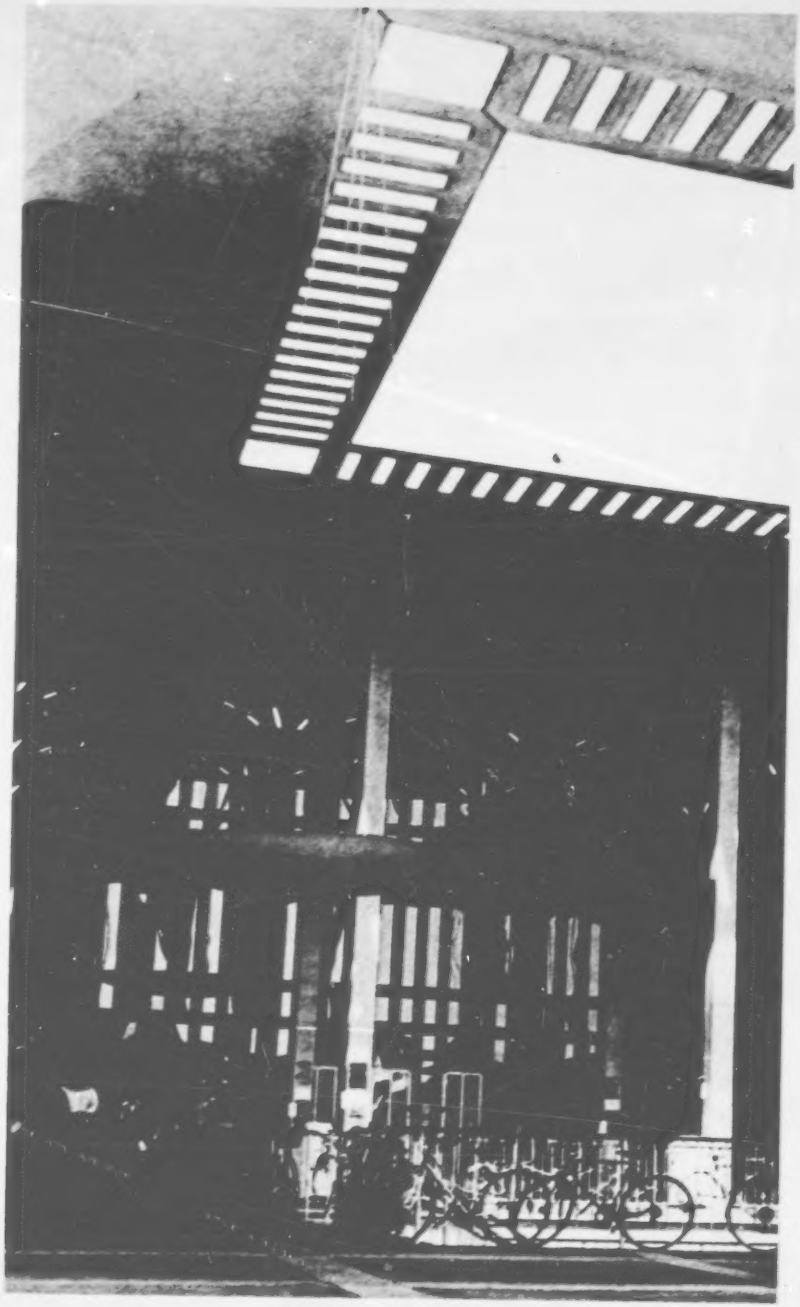
The more active posture that state agencies anticipate in mission review does not preclude individual institutions from engaging in this type of activity on their own. This is especially true in the private sector, where state-agency activity is not yet well established. Even public institutions can benefit from a self-initiated mission-review effort since it will enable them to participate more effectively in future state-level planning.

Mission-review efforts should continue to grow for an even more fundamental reason than concern for state actions. For an institution to remain effective and self-renewed, a clear sense of purpose is essential. A clear understanding of the what and why of an institution's mission allows decisionmakers at all levels to contribute toward the development of an effective and valued institution.

PART TWO

A Mission Statement: SUNY at Albany

SUNY Albany: Draper Hall, Downtown Campus



Campus Center,
Main Campus

"The University at Albany may be making more of the business of mission redefinition than some universities, but these are self-conscious times in higher education and many institutions are re-examining their purposes with a view to forming them to the constraints and opportunities of a new age. The great discontinuities of our times—the financial exigencies which loom in such sharp contrast with the past—give us the choice of directing the affairs of the University in tune with the new age, or of being shaped—perhaps misshaped—by the forces of blind fate. The first choice, we believe, is the strong choice."

—Emmett B. Fields
President
State University of New York
at Albany
1975-1977

6
Overview

Part II of this document includes as an illustration the mission statement and related planning documents developed at the State University of New York (SUNY) at Albany. The purpose of this section is not to describe their experiences in developing a mission statement, but rather to reproduce the statement (and the planning documents based on that statement) so that institutions might benefit from the model developed by one institution. A brief description of the experience of SUNY at Albany is provided as contextual background for the mission statement. It was not the ideal mission-development process. While ideally a mission statement is developed through a logical, orderly sequence of events—identification of the need for review, redefinition of mission, setting of new program priorities, and finally the adjustment of programs and budgets—this orderly progression was not possible for SUNY at Albany. The campus was forced by circumstances to deal with a series of difficult planning problems before it could address the question of a new mission statement.

The State University of New York at Albany was founded in 1844 as a normal school. It became a college in 1890, expanding first to a liberal-arts institution in 1905 and then to a university center for graduate, professional, and undergraduate education as part of the SUNY system in the early 1960s. By 1970, its 11 schools and colleges offered 49 baccalaureate, 52 master's, and 28 doctoral programs. The two largest colleges in terms of FTE enrollment were the College of Humanities and Fine Arts and the College of Social Development; the School of Education had the largest graduate enrollment.

During recent years, the University has maintained a student body of about 15,000 students, one-third of them pursuing advanced degrees. The student body

generally includes about 1,000 minority students, 100 physically handicapped students, 300 veterans, and 4,000 students over 24 years old. Over half the graduate students are women. Admission is quite competitive; only about one-sixth of the applicants are admitted.

SUNY at Albany employs some 2,000 staff members, nearly 700 of them full-time faculty. A tabulation in 1980 showed that three-quarters of the faculty members held earned doctorates; 18 percent were women and 7.5 percent were minorities. About 1,000 were State Civil Service employees. Faculty and nonteaching professionals have been represented by a professional union on a systemwide level since 1974; faculty salaries at Albany usually rank among the nation's highest.

The University budget now exceeds $70 million annually; $50 million comes from state appropriations and $10 million each from sponsored research and auxiliary enterprises.

The University is headed by a President. Vice-Presidents head the Offices of Academic Affairs, Research and Graduate Studies, University Affairs, and Finance and Business. The Director of Planning and Information, an Assistant to the President, heads the Office of Institutional Research. The University Senate is actively involved in planning and budgeting through the Resource Allocation Committee and the Long Range Planning Committee. Although both are constituted only as advisory mechanisms, they have significant influence on planning and budgeting activities.

In the early 1970s, after a decade of almost breathtaking growth and seemingly limitless resources, the University's enrollment and budget allocations stopped growing; in fact, the relatively constant appropriations were reduced in real dollars by high rates of inflation. Later in the 1970s, budget cuts were imposed. During the five-year period from 1972 to 1977, real-dollar support per student dropped more than 12.5 percent. After several years of minor budget reductions, the administration at Albany finally agreed that no more across-the-board cuts could be tolerated; planning efforts to cope with retrenchment decisions then moved through several stages.

First, an ad hoc committee on priorities was formed in 1974. Called the Select Committee on Academic Program Priorities, its task was to assess the present and future status of programs and to recommend priorities. Its membership included ten faculty, one graduate student, and one undergraduate student. Near the end of the 1974-75 academic year, the committee released a report recommending position redeployments and program cuts within a comprehensive assessment of academic programs. The Select Committee was guided in its deliberations not by a specific mission statement, but rather by a general understanding of the institution's mission.

The second stage of planning for retrenchment occurred during the following academic year, 1975-76, when the President appointed a Task Force on Priorities and

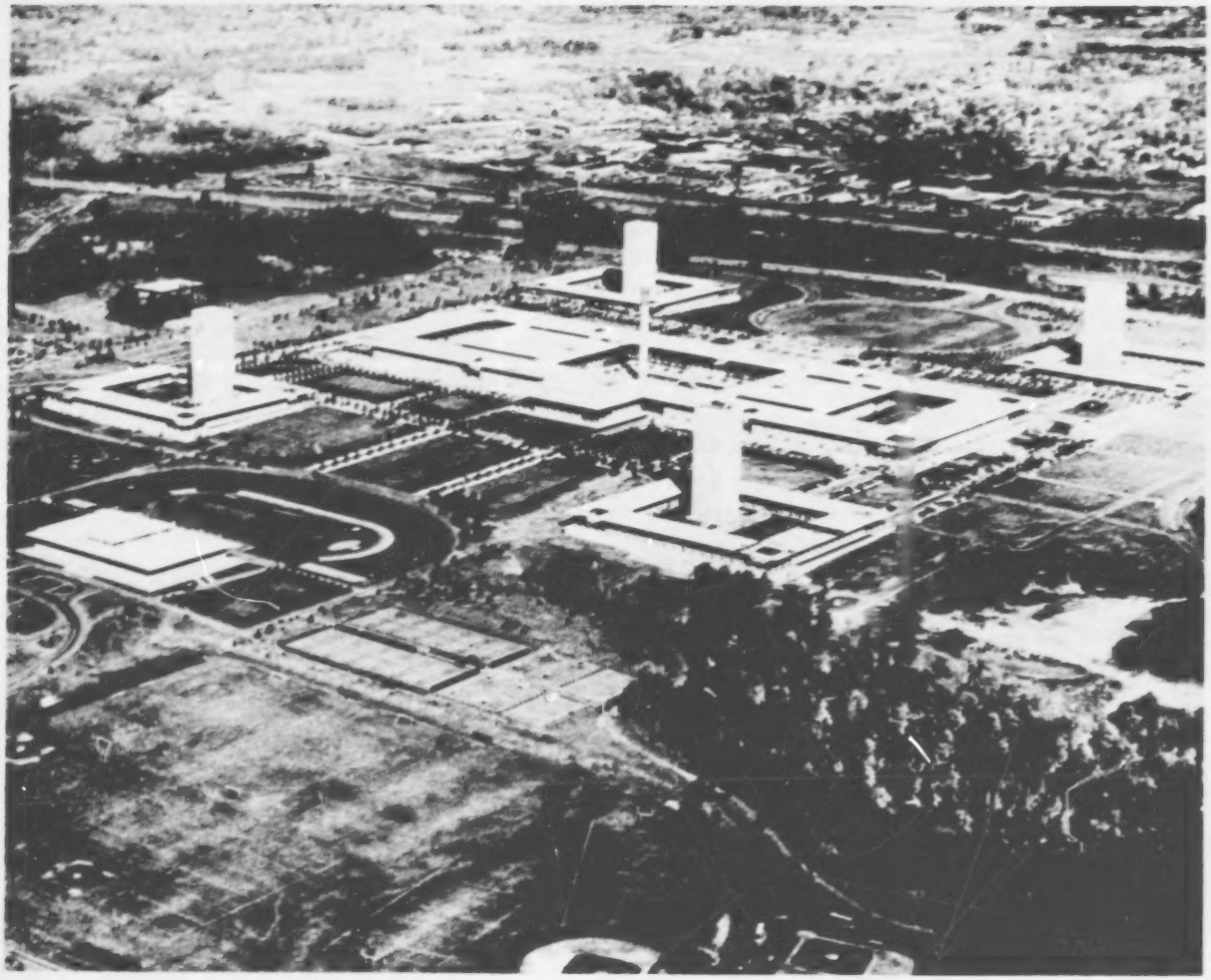
Resources. Its task was somewhat like that of the Select Committee, but broader: to assess all academic and support programs, recommend priority rankings for claims on resources, and consult and advise on the development of the University operating budget for the next year. The Task Force was composed mainly of faculty members, with a few representatives from the administration and the student body.

The Task Force evaluated three major factors affecting the setting of program priorities: the University's internal strengths and capabilities, its external environment, and its institutional mission. In the absence of a formal statement of mission, the Task Force members based decisions on their general understanding of the concept of a university and on conversations with the President concerning the desired focus for SUNY at Albany. Therefore, an implicitly understood mission was used as the foundation for strategic planning rather than a formal, written statement of mission. The Task Force's comprehensive review and recommendations formed the basis for reductions in faculty and in program offerings.

The third stage was the development of a formal mission statement. The first draft, prepared during the summer of 1976, was almost exclusively a staff effort of the Planning Office, in consultation with the President and Vice-Presidents. When the faculty reconvened in August, this draft was shared with the Long Range Planning Committee for review. After a series of iterations during the fall term, the Committee and the Planning Office settled on a second draft. This was presented to the full University community in January 1977; the campuswide review included a public hearing on the document and also submission of written comments. After reviewing and discussing all comments, the Director of Planning and members of the Long Range Planning Committee developed the final draft.

The mission statement published by SUNY at Albany is reproduced in chapter 7. It consists of an introduction and six parts addressing, in turn, the concept of a university, the institutional setting, goals for student development, goals for societal development, programs and priorities, and implementation. Chapter 8 reproduces abstracts of three-year plans based on this mission statement and published along with it. These abstracts were developed at the school or college level within the Division of Academic Affairs, and at the division level for each of the other units reporting directly to the President.

The development of the mission statement at SUNY at Albany did not involve as much conflict as has been experienced by other universities. This is due in part, no doubt, to the major planning tasks performed by the Select Committee and the Task Force over the two previous years. In essence, the strategic analysis performed by the Task Force over the preceding year served as the analytical component in the development of the mission statement.



SUNY Albany: Aerial View, Main Campus

7

SUNY-Albany Mission Statement

Introduction

The University at Albany has a rich and eventful past, a past that has always been characterized by a strong focus upon education of high quality. Its reputation as an institution of higher education is strong and its list of notable graduates is lengthy. The mission of the institution reflects this persistent commitment to quality and to an academic reputation of strength.

The Growth of a College: 1844-1962

Founded in 1844 as the State Normal School (later changed to New York State Normal College), the institution's primary purpose for its first 60 years was the preparation of teachers for elementary and secondary schools. In 1905, the mission changed dramatically: all courses of study designed to prepare elementary school teachers were discontinued; admissions requirements were made essentially the same as those of other eastern colleges of good standing; and all students were required to pursue subjects deemed essential to a liberal education. Also in 1905, the institution was authorized to award the Bachelor of Arts and Bachelor of Science degrees. Through these changes the College was committed to preparing a liberally educated person who was also competent to teach in the secondary schools.

The succeeding decades saw that commitment fulfilled. Under the leadership of William J. Milne, Abram R. Brubacher and John M. Sayles, a faculty noted for its devotion to liberal education was recruited; and the distinction between a "teachers' college" and a "college for teachers" was transformed from a semantic subtlety into an instructional reality. Though the size of the College changed little during this period, its intellectual development proceeded robustly, as evidenced by a lateral growth into the full range of arts and sciences and a vertical growth into masters programs geared to the continuing professional needs of teachers.

In 1948, along with its sister public institutions, the College became a part of the newly established State University of

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New York. Its primary mission remained unchanged, however, and it was not until September 1961 that the College enrolled its first class of undergraduate students in liberal arts programs which did not include any required study in teacher education. In 1962, the institution was designated as one of four university centers to be developed in the SUNY system. Thus began a rapid transition to a complex university center for graduate, professional, and undergraduate education.

The Growth of a University: 1962-1971

In the decade following its designation as a university center, the Albany campus experienced rapid growth in program offerings, enrollments, and resources. The number of academic departments tripled, enrollments and faculty quadrupled, library holdings increased tenfold, and a new physical plant was constructed and occupied. The growth was more than numeric and physical, of course, and the sense of quality expected of a major university permeated decisions made on program development, faculty recruitment, and student admissions. Visible evidence of the continued emphasis placed on quality during the growth era can be seen in the test scores of entering students, the scholarly achievements of faculty, the existence of numerous honor societies, and the high demand for admission at both the undergraduate and graduate levels. The initiation of a chapter of Phi Beta Kappa in March 1974 finds its roots in the insisted emphasis on quality throughout the new University's first decade.

The range of programs appropriate to a major university developed rapidly. By the end of the decade the University was offering 49 baccalaureate programs, 52 masters programs, and 28 programs at the doctoral level. Thus the dominant feature of the era was growth: not unplanned or undirected expansion, but growth on the broad front of program activity necessitated by the times.

Little attention had to be given to the question of institutional mission under such expansionist conditions, because existing programs were assured of continuing resources, and proposals for new or expanded programs had only to contend against each other for shares of an ever-increasing budget. When steady-state conditions emerged rather abruptly in the early 1970's, in New York and elsewhere, few institutions were prepared to adjust to the prospect of equilibrium or of decline in program activity. The University at Albany was no exception.

The Recent Past: 1971-Present

The University at Albany began earlier than most universities in facing up to the implications of steady-state financing, by adopting redeployment strategies in the early 1970's to cope with shifts in workload patterns resulting from the elimination of all distribution requirements for baccalaureate degrees. The redeployments were ad hoc in nature, however, and were based on a narrow assessment of the circumstances peculiar to one or more programs at the time, rather than being guided by a more comprehensive plan for institutional development.

The work of the Select Committee on Academic Program Priorities in 1975 represented a significant break with that pattern. That group recommended position redeployments and program cuts within a comprehensive assessment of academic programs in which no single recommendation was made final prior to an examination of the whole. The work of the Presidential Task Force on Priorities and Resources in early 1976 continued this approach to making resource allocation decisions.

While neither the Select Committee nor the Presidential Task Force was charged with delineating long-range developmental priorities for the campus, the work of both focused attention on the need for such a plan. The Select Committee anticipated that need in 1975 by warning the campus of the implications of limited resources:

> . . . In the view of the Select Committee, this University Center cannot continue to

> attempt a full speed "horizontal development" on all levels. It simply cannot do everything at once and do it well. It is the responsibility of all persons on this campus – administration, faculty, and students – to make a more effective case for increasing Albany's share of state tax dollars. But even under the most optimistic circumstances, we are not likely to see huge increases in faculty lines for the Albany campus in the near future. We must become much more selective in our goals and wisely choose among the options available . . .[1]

The harsh reality of a declining budget formed the context in which the Presidential Task force met in 1976 to determine options for the future. There was no fully developed mission statement available for guidance, as the Council on Educational Policy observed in its review of the Task Force's recommendations. Those recommendations had been undertaken on the assumption that a formal plan would be forthcoming, however, and the Council recommended that any future evaluations entailing resource redistribution be done "in the context of a coherent institutional plan"

The future of the campus must be guided by more than a broad and generally unstated sense of purpose. Our circumstances in this regard are not unique; if any institution of higher education is to make effective use of increasingly scarce resources, decisions about those resources must reflect *prior* determinations on goals and developmental priorities. We must not only be more selective in our choices as to what is important but also ensure that those choices are subsequently reflected in budgetary decisions.

This Mission Statement is the beginning of a process for defining future directions of the University at Albany, a framework within which priority decisions can be made and implemented. It initiates the "coherent institutional plan" called for last year by the Council on Educational Policy.

The five parts of the Statement as printed here proceed from general educational values that shape the missions of all universities, to more concrete expressions of institutional purpose that are particular to the University at Albany, to criteria for setting priorities appropriate to institutional goals. The five parts are intended to have a degree of permanence that will allow reaching beyond the confines of yearly budget-making to the formulation of long-term development strategies. The institution's current priorities are presented, also, but since emphases are likely to be modified over a period of years, the immediate priorities are presented in two appendices.

This much of the Mission Statement anticipates its final and most important part – the goals of the schools, divisions, and departments of the University. Three-year plans, now being prepared by each academic and administrative unit, will be available for more general discussion in late January 1977. Those plans, when refined and approved for execution, will express concretely the newly-shaped mission of the University at Albany.

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1. Select Committee on Academic Program Priorities, "The General Report," May 15, 1975, p. 26.

Institutions of higher learning may differ in many particulars, but they are inextricably bound by values which transcend considerations of location, ownership, and operational mode. The goals of the University at Albany must build upon and be shaped by the values of learning and scholarly inquiry which are at the heart of universities everywhere.

What are the principal values to which we are obligated as a university?

First is *a commitment to the discovery and advancement of knowledge*, for its own sake and for its practical benefits to society. Knowledge is an end in itself, the quest for which runs deep in the human spirit. Knowledge is also a source of enlightenment for the solution of many of society's problems, a force in the advancement of civilization. The world's great discoveries often occur in universities. The commitment to research and scholarly inquiry is the foundation of a university's unique role in society, and the wellspring of all of its functions.

A second fundamental obligation of a university is *a comitment to the teaching of students*, to their growth in knowledge, and to that reinforcement which will allow them to develop physically, emotionally, and socially as they grow intellectually. A university is obligated to stimulate in students a genuine excitement for learning and to equip them with a variety of intellectual strategies – in short, to provide a liberal education which aims at a larger self-fulfillment for every student. This holds true regardless of the chosen field of study, because spe ized study without exposure to the ideas, principles, and theories central to all learning can only result in parochialism. A university affords also the specialized studies which lead to careers, particularly those professional careers which are based upon advanced knowledge. The entire intellectual, recreational, and social environment of the campus comes into play in giving life to such a learning experience. The goals for student development presented in Part III of this document reflect a commitment to education of the whole person.

A third distinguishing characteristic of a university is its *commitment to the larger society through acts which, for lack of a better term, we generally call "public service."* This function is peculiarly evident in American universities. Research and teaching contribute to the public good, of course, but faculty and students often reach beyond the confines of their classrooms and laboratories to engage directly in community affairs. A keener understanding of the public condition is one road to public betterment, and a university has contributions to make in this regard. Part IV of this document says more about "Goals for Societal Development."

Research, teaching, and public service are compatible functions which draw strength from each other. Faculty publish the results of their scholarship for the enlightenment of their peers throughout the world. They thus hold custody of the age-old process by which knowledge is kept alive and expanded into unknown realms.

An active research faculty excites students with learning, opens their minds to the imaginative and creative elements of inquiry, equips them with analytical methods for judging the truth, leads them to the frontiers of research knowledge, and urges them on into their own inquiries and fresh understandings. The research scholar who isolates himself from students in uninterrupted study belongs in a research organization of government or industry, and not in a university, because the hallmark of the university outlook is that research and teaching stimulate each other and should always proceed companionably. Research is, in much the same way, the wellspring of the public service function, the source from which come the analytic models which enable a better understanding of societal problems.

A fourth characteristic of a university is its *commitment to freedom of thought*

and inquiry, and to the rights and obligations of faculty and students to pursue knowledge where it may lead. This basic value is essential to the advancement of knowledge, and to deny the right would be to imply that the results of scholarly inquiry, and the benefits to society, are entirely predictable in advance. The right to pursue one's own inquiries and freely to publish the results is an inviolable right of the investigator.

Freedom of thought and inquiry is just as essential to teaching as it is to research. The original statement on academic freedom prepared by the American Association of University Professors in 1915 argues the point convincingly:

> It is scarcely open to question that freedom of utterance is as important to the teacher as it is to the investigator. No man can be a successful teacher unless he enjoys the respect of his students, and their confidence in his intellectual integrity. It is clear, however, that this confidence will be impaired if there is suspicion on the part of the student that the teacher is not expressing himself fully or frankly, or that college and university teachers in general are a repressed and intimidated class who dare not speak with that candor and courage which youth always demands in those whom it is to esteem. The average student is a discerning observer, who soon takes the measure of his instructor. It is not only the character of the instruction but also the character of the instructor that counts; and if the student has reason to believe that the instructor is not true to himself, the virtue of the instruction as an educative force is incalculably diminished. There must be in the mind of the teacher no mental reservation. He must give the student the best of what he has and what he is.[2]

The AAUP statement of Principles of Academic Freedom and Tenure of 1940 summarized the essential components of academic freedom:

A. The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
B. The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of the religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
C. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show

2. General Report of the Committee on Academic Freedom and Academic Tenure presented to and adopted by the Annual Meeting of the Association, December 31, 1915. *Bulletin of the American Association of University Professors*, Vol. 1, Part 1 (December 1915), p. 28.

> respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.[3]

The University at Albany is committed to preserving these rights of free inquiry and discussion, and to maintaining the high standards of scholarship which are attendant to such rights.

There is a fifth way to characterize a university. It *offers undergraduate and graduate degrees, including the most advanced graduate degrees, in a wide range of liberal and professional fields of study.* Knowledge has become so vast in the Twentieth Century that no single institution can be expected to develop in *every* field, and the financial constraints which emerged in the 1970's abjure every institution to avoid programmatic over-commitment. Without a reasonably broad range of undergraduate and graduate offerings in the humanities, fine arts, sciences, social sciences, and selected professional fields, however, an institution cannot lay claim to being a university.

This arises partially from the need to offer a range of programs essential to a liberal education, but it arises more forcefully from the fact that no discipline or field of study is an intellectual island. The fields of knowledge are interrelated. In many instances the mutually reinforcing nature of disciplines and fields is readily apparent, especially within the broad intellectual families which form natural groupings within a university. Interactions between these broad families exist even if not readily apparent. For example, the humanities, natural sciences, and social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforces and adds to the store of knowledge in the underlying disciplines.

Finally, a university must be *committed to standards of quality which earn it respect in all of its communities of interest, including the national and international community of universities.* Excellence in teaching, high standards of scholarship, and fruitful address to public service make up the currency by which a university earns honored place in society. The meaning of "quality" is often blurred by disagreements over appropriate measurements, but this only directs us toward the development of elegant, effective, and rigorous modes of measurement.

The State University of New York at Albany is committed to all of the fundamental attributes of a university of the first class. It is through a shared commitment to such values that faculty, staff, and students are able to work together, both formally and informally, to shape the policies of the institution.

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3. "Academic Freedom and Tenure," Statement of principles endorsed at the annual meeting of the Association on January 9, 1941. *Bulletin of the American Association of University Professors*, Vol. 27, Number 1 (February 1941), p. 41.

The common values of universities form a philosophic framework for goal-setting, but the character of every university is shaped also by the environment in which it exists and in which it acts out the basic values. A university builds its identity in part by its responsible adaptation to the constraints and opportunities of its own setting.

The University at Albany is conditioned by two major elements of environment: its membership in the State University of New York system, and its location in the Capital District of New York. Both elements pose obligations and opportunities.

The SUNY System

The State University of New York is the largest system of public higher education in the world. Comprising 64 institutions it enrolled approximately 343,000 students in Fall 1976. By type, the constituent campuses include 30 community colleges; six agricultural and technical colleges; three specialized colleges, five statutory colleges; 14 arts and sciences colleges; two health science centers; and four university centers. Together the campuses offer the full range of postsecondary education from introductory to advanced levels. Advanced graduate and professional studies are concentrated in the four university centers at Albany, Binghamton, Buffalo, and Stony Brook. The centers, which also admit undergraduate students, account for about one-sixth of SUNY enrollments. The Albany campus currently enrolls 14,673 students on all levels.

The University at Albany, as with the other university centers, has certain characteristics which distinguish it from other types of institutions in the system:

- It maintains an emphasis on research and teaching which stresses integration of the two activities and excellence in each.
- It maintains an extensive faculty of productive scholars in the humanities, fine arts, social and behavioral sciences, natural sciences and mathematics, and selected professional fields.
- It offers a broad range of baccalaureate, master's, and doctoral degree programs in these fields of study.
- Its laboratories, libraries, and other physical facilities are those of a research university. The library is one of the 105 members of the Association of Research Libraries.
- Its enrollment mix includes a significant proportion of graduate and advanced professional students (about one-third) with an admixture of out-of-state and foreign students.
- Its intellectual climate is that of a research university in which the presence of broadly educated advanced students is a stimulation and challenge to beginning students.

These general features, common to each of the university centers, establish a context for their work which is distinctly national and international in character. Advanced degree holders graduating from the centers are competing nationally for employment. The University at Albany's various programs in international education, including the newly-established graduate exchange with Moscow State University, express the international character of campus interests.

While performing its role in this broader context, the University at Albany also serves many local and regional needs. Again it shares these local characteristics and responsibilities with the other university centers.

- It draws its full- and part-time student population heavily and broadly from New York State at the same time that a limited number of out-of-state and foreign students are also enrolled. New York students, by acquaintance with these associates from other places,

are drawn into a larger view of society.

- It offers a variety of cultural, clinical, and other activities which are designed to contribute to the development of students but which directly benefit area residents. Citizens of the Capital District attend campus cultural events, and they are frequently the beneficiaries of clinics and other organized activities related to instruction.
- It offers a variety of life-long learning opportunities for the population within its geographic region.
- Many members of the faculty find the topics and the materials for their scholarly inquiries in New York State, with the result that local and state problems are better understood while enlightenment is extended to national and international issues in which New York shares.
- The University Center is a major element of the regional economy, a principal employer of a highly trained work force and a major purchaser of goods and services.

These international, national, and regional characteristics of the Albany campus are compatible with the hallmarks of a university as outlined in Part I of this Mission Statement. Most fundamentally viewed, the Albany mission is to fill its place in the SUNY system by being a university of the first class, faithful to the values of universities everywhere and responsive to the opportunities of its wide region of the State of New York and the State Capital District.

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One frequently hears universities described as "national" or "regional," and the clear implication is that an institution must choose whether it is to be a "great university" or merely a local one. The criteria which go into drawing the distinction are never made explicit, however. The University at Albany rejects any notion that its national reputation is diminished by its attentions to local problems.

The dilemma is more apparent than real, because there are a number of reasons for saying that national and regional goals can be pursued compatibly. First, the very essence of a major university is its commitment to the advancement of knowledge, regardless of whether the immediate benefit to society is measurable or immeasurable, tangible or intangible, long-run or short-run. The advancement of knowledge is a primary goal of all disciplines and fields of study. Herein lies the greatest contribution a university can make to its local community or to the nation. When viewed in this way, the national and local dimensions of a university's work are mutually reinforcing and inseparable. Second, it is rare that the important issues and problems existing in one geographic region are of only nominal concern to another. Thus the expertise of a university can be brought to bear on basic issues which, although arising locally, are of universal concern. The advancement and application of knowledge to such issues can yield significant educational benefits to students and faculty, as well as to the local community. Third, the greatness of a university is judged by the *significance* of the issues its scholars addresss and by the *quality* of their address. These values know no geographic boundaries. If the conditions of universality are present, issues arising locally present opportunities for the discovery and application of knowledge *and* for dissemination of the research results to students, scholars and practitioners. The issue of a "national" versus "local" focus becomes moot because the obligations intrinsic to both are fulfilled.

The University Center at Albany can, and must, meet both sets of expectations in order to provide leadership as a public institution of higher learning in New York State.

Needs and Opportunities in the Capital Region: An Institutional Focus on Public Policy Analysis

Location in the Capital District of New York presents unique needs and

opportunities to the University at Albany. The existing and potential strengths of the University, in turn, constitute a major resource for governmental, industrial, cultural, and other organizations of the District.

The University addresses the needs of many external constituencies already, of course, and in a variety of ways: applied research on problems of concern to government and other agencies; life-long learning opportunities for area residents; technical assistance to various organizations; student internships in the community; evening classes to improve educational access; public performances and exhibits in the arts; and the provision of qualified graduates. These and other forms of public service to the community are important and will continue.

In addition to fulfilling these general services, the university must be specially attuned to the needs and opportunities of its own geography. What major needs for knowledge in the region would constitute educational opportunities for faculty and students? In one important sense the answer varies by discipline and field of study, as individual scholars engage in basic and applied research efforts which draw upon resources unique to the institution and its location. From a campus-wide perspective, however, the problem of choice looms large, because basic decisions must be made among programs and projects which legitimately could be given high priority as an institutional focus for the future.

The University at Albany will place high priority on basic and applied research efforts which address policy issues of broad public concern. It will thus build to a compelling opportunity. The State of New York is currently faced with a variety of policy issues related to economic development, education, environmental management, social services, crime and the administration of justice, social justice and equality, energy use, and other areas of concern to the public. In addressing such problems, agency heads, legislators and other government officials are charged with developing appropriate goals for enhancement of the public good, defining the appropriate means for achieving those goals, and monitoring the results and taking corrective action where necessary. Regardless of the specific area of concern, fulfillment of these general responsibilities requires a strong base of research and training in a variety of forms. It is within this context that the University can fruitfully intersect the process of policy formation – not necessarily through direct involvement in decision-making or implementation, but through generation of the knowledge needed to undergird that process. Our location in the seat of State government and our faculty competence provide a strong base for further development of an institutional emphasis on public policy analysis. The University has only begun to tap the vast learning laboratory which surrounds it.

Adoption of this focus can be accomplished in a way which reinforces the University's obligation to develop the intellectual capacities of students and to discover new knowledge. There are educational benefits to be gained for both students and faculty, as well as opportunities for the advancement of knowledge on a variety of fronts. At the same time that the region will be benefitted, the focus should also influence the national and international character of the University. The economic, social, and technological problems facing this State are not unique. Other regions of the nation and world have, or will have, many of the same concerns.

It is important to recognize clearly what an institutional emphasis on policy analysis must *not* mean, as well as what it can and should become.

First, the beneficiaries must be the general public and not merely the public's servants in government. The University cannot be captive to partisan interests, because its strength lies in an impartial search for the truth. Freedom of inquiry is fundamental to the nature of a university in this way as in all other ways. While important research questions often can be mutually identified by faculty and gov-

ernmental officials, an independent and non-partisan view of the issues must be maintained.

Second, issues which are important to the State of New York will rarely be in geographic isolation. Policies on energy use or economic development, for example, cannot be formulated for New York without influencing, and being influenced by, policies formulated in other states, at the federal level, and indeed in other countries of the world. The research perspective of the University cannot be geographically isolated, either, and must be as broad as the problems we seek to illuminate.

Third, it is important to stress that both basic and applied research are crucial to a focus on policy analysis. Not all faculty should be expected to engage in applied research, even in those units of the University which are or may become heavily committed to policy analysis. Support must be maintained for research which has little immediate relevance to public issues, but which provides the necessary theoretical base for more applied efforts. Without strong support for basic research in all programs, the intellectual horizons of policy analysis would become unduly limited. Knowledge must be *applied* if it is to avail solutions to public problems, however, and researchers who are interested in applications will be necessary to the enterprise.

The interests of public policy makers and the interests of faculty researchers will not always coincide, but they do intersect in potentially fruitful ways. In general, several criteria should be met in order for policy issues to be appropriate for address in the University setting:

- The issues and problems should be amenable to the application of rigorous research methodologies and techniques.
- They should not be so narrowly defined as to preclude generalizable conclusions.
- The benefits to be realized from address of the problems and issues should be of sufficient intellectual importance to warrant our commitment.
- Address to the issues and problems should yield significant educational benefits to students and faculty.
- The University should possess the expertise necessary for successful address to the issues and problems, or have the potential for attracting such expertise.
- The prerogative of the faculty to define the content and methodology of specific research efforts must be preserved in order to ensure freedom of inquiry and an independent, objective assessment of research results.

One mechanism for encouraging and facilitating policy research will be a university-wide Center for Governmental Research and Services, the role of which is discussed in Appendix B of this report.

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Finally and most fundamentally, it is necessary to recognize that a university may choose some special intellectual emphases for itself but it should not be wholly contained by those emphases. To contain knowledge is ultimately to kill learning. It is appropriate that the University at Albany give emphasis to public policy studies, because it is near to the seat of New York government and it possesses a strong base of faculty competence which can be brought to bear on policy issues. It is not likely, however, that all disciplines of the University will adopt such a focus, nor is it desirable that all do so. It is entirely appropriate that some disciplines have little or no direct impact on public policy formation, although there is no field of study which does not contribute to the education of students and therefore, in a broad sense, to the public good. We must preserve and nurture all disciplines which are essential for education of the whole person and be satisfied with nothing less than excellence in all that we do. The emphasis on matters of public policy is an enlargement of mission to embrace the needs and opportunities inherent in our immediate environment.

Part III: Goals for Student Development

A statement of goals for student development should identify the desired outcomes, or results, of the University experience. In adopting this outcomes orientation, one must distinguish between the ultimate consequences of achieving the goals and the goals themselves. Achievement of whatever goals are set should contribute to the ability of students to (1) function effectively as educated persons in society, (2) assume the responsibilities of both leadership and citizenship within society; (3) engage in a life-long learning process of self-development; and (4) engage in meaningful and productive careers.

These consequences are a function of multiple variables many of which are either beyond the scope of a university's work or beyond its control. Thus while a university cannot, indeed should not, assume full responsibility for the life success or failure (however defined) of its graduates, it must assume the responsibility for facilitating student development through accomplishment of the goals which it adopts as its rightful obligations.

A university distinguishes itself from other institutions in society by being specially concerned with the intellectual development of its students, with their growth in knowledge. Intellectual growth cannot occur separably from emotional, social, and physical development; however, and an effective learning environment recognizes and interrelates all of these aspects in order to foster wholesome personal achievement. A university must be committed to education of the whole person.

Students who matriculate in a university have already had at least 12 years of schooling, of course, and the skills and competencies that a university must impart are of the higher order that is appropriate to knowledge in its most advanced forms. Fields of study characterized by routine learning, which demand little of students beyond a simple acquisition of facts, do not attain to the level or the spirit of university studies. By contrast, university studies are of sufficient complexity to require advanced skills of analysis and critical thinking, a high order of methodological sophistication, and vigorous pursuit of the disciplines of learning. Students can be both "trained" in the specialized studies that lead to careers, and "educated" to a broader understanding of nature and mankind.

Students individually form and integrate their own goals for intellectual development, with an eye both to understanding the human condition and to career preparation, and their personal, social, and physical development proceeds as they do so. The university is obligated to be the environment in which such human development may advance in a wholesome fashion.

The philosophical goals stated below reflect the University at Albany's commitment to education of the whole person and constitute broad guidelines for the design of educational programs, curricula, and supporting services. Though implementation strategies will vary from area to area, the goals are applicable to undergraduate and graduate education as well as to offices of administrative services.

GOAL I. TO DEVELOP SKILLS OF CRITICAL THINKING AND REASONING

The University seeks to develop in students the ability to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the logically relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation.

GOAL II. TO DEVELOP AND FOSTER THE PROCESS OF INTELLECTUAL DISCOVERY AND THE EXPLORATION OF THE UNKNOWN

By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the University encourages an awareness of the imaginative and creative elements of intellectual endeavor; develops in students a familiarity with the philosophies and methods of research in a variety of academic disciplines; and promotes an attitude of individuality which results in intellectual self-awareness and initiative.

GOAL III. TO DEVELOP AN AWARENESS OF AND INTEREST IN THE BREADTH OF HUMAN INTELLECTUAL ACHIEVEMENT AND CULTURAL EXPERIENCE

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed are important characteristics of the educated person. Students should be encouraged to gain an historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The University must also strive to foster a life-long interest in intellectual and aristic endeavors in order to ensure continuing personal development.

GOAL IV. TO FACILITATE EMOTIONAL DEVELOPMENT AND CLARIFICATION OF PERSONAL VALUES

The University seeks to foster in students a positive self-concept, a feeling of personal worth and psychological well-being; to develop an awareness of how emotions, attitudes, and values influence thought and behavior; to encourage clarification of personal values; and to foster a sense of personal responsibility for one's views and acts.

GOAL V. TO FACILITATE SOCIAL DEVELOPMENT AND EFFECTIVENESS IN INTERPERSONAL RELATIONSHIPS

A wide range of communicative and leadership skills and the ability to interact effectively with others are essential attributes of an educated person, and the University must provide for development of these skills. Exposure to a variety of cultural and ethnic backgrounds is also a hallmark of the educated person, and the University is obligated to facilitate interaction and enhance understanding among the many segments of the University community.

GOAL VI. TO FACILITATE PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING

The University is committed to the health, safety, and security of the University community, and provides physical activity, recreation, and other leisure-time activities necessary to the well-rounded development of students. We are obligated to create and maintain a healthy, clean, and psychologically and physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

GOAL VII. TO PREPARE STUDENTS FOR PERSONALLY SATISFYING CAREERS

The University has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those of our fields of study which have traditionally led to clearly defined careers, the curriculum should equip students with the knowledge and skills necessary for entry level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which would qualify them for career entry of some useful and remunerative nature. In

seeking to achieve these results, the University also should provide a variety of opportunities for students to gain work experiences in appropriate fields; encourage an orientation to careers that recognizes both sequential and non-sequential employment patterns and considerations of life-style; provide appropriate career counseling to students; and give direct assistance in obtaining employment.

GOAL VIII. TO MAINTAIN A CAMPUS ENVIRONMENT WHICH WILL FOSTER A SENSE OF COMMUNITY AND SOCIAL RESPONSIBILITY

A sense of community is critical to the achievement of all of the objectives of an institution of higher learning. The University must demonstrate, in its pursuit of learning, a commitment to the ideals and values of social responsibility, affirmative action, and equality of opportunity. The current epoch of United States history displays a strong American conscience about the condition of ethnic minorities in our culture–and the condition of women–and the University must assume its rightful obligations in bringing about social amelioration. These values must be communicated to students through words and example.

In addition, opportunities must continue to be provided for students to participate meaningfully in University decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events. In general, what is sought is an atmosphere that will encourage students to explore and discuss contemporary social issues, to become aware of inherent conflicts in societal value choices, and to become committed to act upon their enlighted beliefs toward improvement of society.

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These Goals for Student Development are intended to reflect the full University experience and are, of necessity, stated broadly. It is the role of individual units within the University to articulate more precisely the goals of learning which are reflective of the unique discipline, field, or area of service to students. The desired outcomes discussed here apply to *all* students of the University at Albany and thus provide, in conjunction with Part IV of this document, the basic framework for goal articulation by academic and administrative units.

Part IV: Goals for Societal Development

The three basic functions of any major university are the discovery, transmittal, and application of knowledge on behalf of students and society. The functions are interrelated, of course, and they are accomplished through the activities of teaching, research, and consultation each of which represents service to society. In this sense, "public service" is an outcome, or end result, of *all* our work and not some separately identifiable set of activities as commonly presumed. Such an understanding of "service" is long overdue in universities everywhere and necessary for full understanding of our goals and objectives for societal development. The following paragraphs discuss briefly the primary outcomes associated with the three major functions.

The potential benefits to society resulting from the *discovery of knowledge* are frequently unknown or unpredictable in any immediate sense, and even more difficult to measure. On the other hand, much knowledge discovered as a result of basic research in universities has had immediate visibility and utility to society. In general, discovery efforts have the primary outcome of advancement of knowledge, the visibility of which varies by discipline and field, but the importance of which has been demonstrated innumerable times. The University at Albany is committed to the discovery of knowledge for knowledge's sake, that foundation on which universities have been built as unique institutions within society.

With regard to the *application of knowledge*, the outcomes or benefits to society generally emerge from a problem-oriented focus, primarily through the activities of research and consultation. Thus, whereas the discovery function tends to be concept-oriented, the application function focuses initially on specific concerns of society. The distinction is often vague at best, and little is to be gained by attempting to classify too finely various types of research as "basic" or "applied." Nonetheless, the conceptual distinction is useful, particularly when addressing the larger issue of a university's role within society. In general, the result of the application function can be thought of as problem analysis, putting to work the varied resources of the university on important concerns of society or components thereof.

The first goal stated below reflects the University's commitment to research and scholarly inquiry for its own sake, as well as its commitment to utilize the results of such efforts, where appropriate, to assist in the solution of specific societal problems. Thus basic and applied research efforts contribute in equal importance to "societal development," and both demand a strong theoretical and methodological base within a university.

The *transmittal of knowledge* also has clearly identifiable outcomes to society. In some forms, the transmittal of knowledge is indistinguishable from its application, as students carry forth the results of classroom and laboratory work for use in later life. The university also has an obligation to transmit the results of its discoveries to students, the scholarly community, and the general public through books, journal articles, exhibitions, and other forms. As used here, however, transmittal in a university setti occurs primarily through teaching, whether that activity be for degree or non-degree students. In this sense, the primary outcome or result of transmittal is educated human beings. The goals for student development presented in Part III also apply here, but the University is also obligated to offer opportunities for lifelong learning which are uniquely directed to the local community. The second goal presented below reflects this obligation.

The transmittal of knowledge also occurs indirectly when cultural and clinical services are provided to the general public as part of the normal instructional process. For example, student internship programs of various types not only enhance learning, but also provide direct assistance to individuals and organizations in the local area. Similarly, productions or exhibits in the fine arts contribute

importantly to student development and at the same time provide a valuable cultural resource for area residents. Thus, the third and final goal listed below reflects the importance of such services in the life of a university.

In summary, the interrelated functions of discovery, application, and transmittal generate four major outcomes for society: *advancement of knowledge* (Goal I below); *problem analysis* (Goal I below); *educated people* (Goal II below, plus all the goals for student development presented in Part III of this document); and *cultural and clinical services* (Goal III below). "Public service" as used here is the overarching construct which embraces the four types of outcomes, because *all* our work is done on behalf of society. The analysis of public policy issues, for example, is only one form of problem analysis which, in turn, is only one of the four principal components of public service rendered by any major university.

In striving to achieve these goals, the University at Albany is firmly committed to high standards of social responsibility, including equality of opportunity and affirmative action in admissions decisions and in the hiring and retention of faculty and staff. Unless this commitment is fully realized in practice, the University cannot effectively discharge its obligations to the disadvantaged and to the larger society. The campus' Affirmative Action Plan reflects this commitment.

GOAL I. TO CONTRIBUTE TO THE GENERAL ADVANCEMENT OF KNOWLEDGE AND TO THE SOLUTION OF SOCIETAL PROBLEMS

The University must encourage individual faculty and students to undertake research and scholarly inquiry of any nature which promises to contribute to the advancement of knowledge. Where appropriate, research on policy issues of public concern also will be encouraged, recognizing that the address of such issues should meet the criteria outlined in Part II of this document. As a means of facilitating scholarly inquiry of all types, the University must strive to increase the level of financial support available for research and to develop more effective structures for interdisciplinary address of complex questions or problems. Finally, the communication of research findings to peers, students, and interested persons outside the academic community must be given adequate support.

GOAL II. TO OFFER OPPORTUNITIES FOR LIFE-LONG LEARNING AS AN INTEGRAL PART OF INSTRUCTIONAL ACTIVITIES

The University should offer degree and non-degree programs which are consistent with the needs of the learning society and with the capabilities of the University. All schools and departments are encouraged to offer life-long learning opportunities, both undergraduate and graduate, as appropriate to their missions; to provide, through course scheduling, and other means, the opportunity for qualified area residents to enroll in courses offered as a part of ongoing degree programs; to develop, where feasible, off-campus instructional programs to meet the needs of area residents; and to ensure that such offerings meet established standards of quality. The University should also seek to cooperate with other providers of life-long learning opportunities in the Capital District to ensure complementary offerings.

GOAL III. TO CONTRIBUTE TO THE DEVELOPMENT OF THE LOCAL AREA THROUGH THE PROVISION OF CULTURAL AND CLINICAL SERVICES WHICH REINFORCE EDUCATIONAL MISSION

This goal can be accomplished in a variety of ways: by integrating work-action experiences (e.g., internships, clinical experiences) for students into curricula as appropriate; by encouraging faculty to provide technical consulting assistance in the resolution of local problems; by

providing a variety of cultural events for faculty, staff, students, and area residents; by making available the facilities of the University for use by appropriate community groups; and by providing other services to the community which are consistent with, and reinforce, the educational mission of the institution.

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While the goals listed above provide a commonality of purpose for all units of the University, each contributes to their accomplishment in a variety of ways and with varying degrees of emphasis. Thus it is not intended that each unit pursue all of the goals outlined. *As an institution*, however, we must be committed to the pursuit of them all and develop more effective means for assessing our degree of goal attainment.

Part V: Programs and Priorities

Previous sections of this document have discussed the educational philosophy and general goals of the University at Albany and thus establish a basic framework for institutional development and behavior. We turn now to the criteria which are expected to underlie decisions on the academic and administrative priorities of the institution. The need for priority-setting arises even more forcefully under conditions of limited resources, and we must assume the following:

- There will be only slight growth in the total enrollment on this campus. The SUNY Master Plan currently allows for growth to 14,000 FTE students by 1984-85, or seven percent above the current level.
- There will be little or no increase in the number of faculty and staff positions funded by the State in the foreseeable future.
- The physical capacity of the University at Albany will remain virtually unchanged, although there will be some flexibility to change the character of existing space.
- Increases in the operating budget of the institution will likely be limited to inflationary adjustments over the next few years.

Thus the institution must prepare itself for a future which is "steady-state" insofar as the quantitative elements of growth are concerned. If managed properly, however, there are significant resource-related opportunities available to us:

- A limitation on total enrollments means that our attention can be centered on the qualitative aspects of growth, unfettered by erratic workload patterns and the usual crises associated therewith. Enrollment patterns *within* the University must be monitored closely to insure the attainment of educational goals.
- Although the total number of faculty funded by the State may remain constant, there will continue to be flexibility for the reallocation of positions.
- There are many first class programs and faculty now present on this campus. Selective development on a more compact operating front can expand those strengths still further. Although we must build from existing strengths, other programs critical to future mission will be improved where feasible.
- Our present physical capacity is sufficient, by and large, for the projected enrollments on this campus. With careful management of the space available, appropriate reallocations can be accomplished. Moreover, the *quality* of the physical plant is, by most yardsticks, excellent.
- While we may see no increases in the total operating budget aside from inflationary adjustments, there is flexibility for reallocation in this area also. By

no means is our operating budget so small as to prevent the selective development of excellence on this campus.

These opportunities and constraints have several implications for future mission. First, resource allocation decisions must be guided by an explicit statement of priorities for the future. We can no longer expand on an even-handed basis, nor can all programs be developed to equivalent sizes or levels of quality. Second, we must increase our efforts at obtaining funds from non-State sources. New financial strategies must be developed to provide increased support for students and for faculty research, and to support the further development of selected programs. Third, the budgeting process of the future must be strongly influenced by a reallocative approach, the major objective being to provide those resources necessary for attainment of the goals established and for elimination of inequities in staffing which may exist. Finally, we must intensify efforts to identify ways by which costs can be reduced without corresponding reductions in effectiveness.

Academic Program Offerings

All universities are constrained in their range of program offerings for both educational and economic reasons. The reduction of twenty degree programs (later changed to 18) on the Albany campus this past year reflected a shared realization that an inventory of 129 programs could not be supported at the requisite level of quality in the years ahead. The range of programs sustained is befitting of a university, however, and the work of the Presidential Task Force on Priorities and Resources left the institution wholesomely formed for the future.

The Task Force members did not have the benefit of a written statement of mission to guide their deliberations. Nonetheless, there was ready comprehension of the general future of this University, especially its role as a major university center, the nature of any university's obligations to students and to society, and the increasing attention to be given to policy issues of public concern. The criteria used for program evaluation constitute evidence of this understanding, as does the final report itself.

The President's Report on Priorities and Resources, dated March 15, 1976, set forth the programs to be sustained on the Albany campus. As indicated below, the inventory includes 42 programs at the bachelor's level (including five interdisciplinary programs), 48 at the master's level, 21 at the doctoral level, and eight University certificate programs. In addition, the University will continue its commitment to the Educational Opportunities Program, to which we admit students who have the potential to engage in university-level work but who have some deficiency in academic preparation and who are economically disadvantaged.

Bachelor's Degree Programs

Division of Humanities: (15) – Art, Classics (Greek, Latin, and Greek & Roman Civilization), English, French, German, Italian, Judaic Studies, Music, Philosophy, Rhetoric & Communication, Russian, Spanish, Theatre. (Course sequences will continue in Art History and Polish.)

Division of Social & Behavioral Sciences: (9) – African & Afro-American Studies, Anthropology, Economics, Geography, History, Psychology, Puerto Rican Studies, Social Studies, Sociology.

Division of Science and Mathematics: (8) – Atmospheric Science, Biology, Chemistry, Earth Science, Geology, Mathematics, Medical Technology, Physics. (A second field will continue in Computer Science.)

School of Education: (1) – Business Education. (A second field will continue in Education.)

School of Business: (2) – Accounting, Business Administration.

School of Public Affairs: (1) – Political Science.

School of Social Welfare: (1) – Social Welfare.

Interdisciplinary Programs: (5) – Asian Studies, Chinese, Computer Science & Applied Math, Linguistics, Russian &

East European Studies. (Interdisciplinary second fields will continue in Journalism, Peace Studies, Urban Studies and Women's Studies. Several departments will also continue to offer courses in environmental analysis.)

Master's Degree Programs

Division of Humanities: (13) – Classics (Classical Archeology, Greek, and Latin), English, French, German, Italian, Philosophy, Rhetoric & Communication, Russian, Spanish, Studio Art, Theatre.

Division of Social & Behavioral Sciences: (8) – African & Afro-American Studies, Anthropology, Economics, Geography, History, Psychology, Social Studies, Sociology.

Division of Science and Mathematics: (7) – Atmospheric Science, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics.

School of Education: (12) – Counseling, Curriculum Planning, Educational Administration, Educational Communications, Educational Psychology, General Professional, Reading, Rehabilitation Counseling, Special Education, Student Personnel Services, Teacher Education, TESL – Bilingual Education.

School of Business: (2) – Accounting, Business Administration.

School of Library and Information Science: (1)

School of Social Welfare: (1)

School of Criminal Justice: (1)

School of Public Affairs: (3) – Political Science, Public Administration, Public Affairs.

Doctoral Degree Programs

Division of Humanities: (4) – English (Ph.D. and D.A.), German, Philosophy, Spanish.

Division of Social & Behavioral Sciences: (5) – Anthropology, Economics, History, Psychology, Sociology. (temporarily suspended).

Division of Science and Mathematics: (6) Atmospheric Science, Biology, Chemistry, Geology, Mathematics, Physics.

School of Education: (2) – Ph.D., Ed.D.

School of Criminal Justice: (1)

School of Public Affairs: (2) – Political Science, Public Administration.

School of Social Welfare: (1) – (temporarily suspended)

University Certificate Programs

School of Education: (7) – Counseling, Curriculum and Instruction, Educational Administration, Educational Communications, Educational Research, Reading, Student Personnel Services.

School of Education and Social & Behavioral Sciences: (1) – School Psychology.

This program array represents a rich diversity of disciplines and fields, encompassing the humanities, fine arts, social sciences, natural sciences, and selected professional schools. Accompanying the diversity is a high degree of intellectual interdependence, and a shared commitment to those values and principles of scholarly inquiry which are at the very heart of a university.

There are four major expectations of *all* programs being sustained:

- Achievement of a level of quality befitting a university center, as measured by rigorous national standards of scholarship.
- Development and pursuit of goals and objectives which reflect the unique character of the discipline or field, but which are also compatible with the overall goals of the University.
- Achievement of a balanced emphasis on teaching and research.
- Implementation of faculty evaluation, reward, and development plans which are appropriate to a university center.

These expectations constitute the primary focal points for coordination and oversight of programs from a campus-wide perspective. The forms of scholarship to be taken as evidence of achievement will differ across academic units,

but there should be no variations in the level of accomplishment expected. Continued development as a university center demands the maintenance of high performance standards for both students and faculty in all programs offered on the Albany campus. As a corollary, the University must provide all programs being sustained the support needed to fulfill this commitment to quality.

Academic Priorities

A statement of program priorities reflects the fact that, during a given period of the institution's life, some programs need additional resources and/or attention more than do others. There are three principal factors to be considered in identifying those academic units which are primary claimants on resources:

- The obligation of the institution to provide *all* programs the resources needed to achieve an acceptable level of quality and to accommodate planned enrollments.
- The obligation of the institution to facilitate the attainment of national leadership in programs which are at or near that level of quality already.
- The need to further develop instructional and research activities in those units which can contribute significantly to the analysis of major public policy issues.

The first of the three major factors establishes a floor, a threshold of resources which must be provided to all academic units being sustained. The question which must be given a satisfactory answer can be stated thusly: What is the critical mass of scholars and support resources needed in a given unit to (a) provide the needed breadth and depth of intellectual expertise, (b) accommodate planned enrollments, and (c) accomplish the range of intellectual activities expected of all faculty at a major university center? Some quantitative workload indices can be employed to help answer this question, but all such factors must be weighed in relation to the unique features of a given discipline or field. Judgment is involved here, certainly, but these interrelated conditions must be satisfied in all programs to be offered on the Albany campus. Hence any unit which is judged to be below critical mass at a given time must be designated as a priority claimant on resources.

The second factor to be considered in delineating priorities takes cognizance of (a) the University's commitment to achieve peaks of excellence among its programs and (b) the obligation of the institution to facilitate and sustain extraordinary achievements on the part of its faculty. There are academic units on campus which have attained, or are close to attaining, national stature. Still others have strong potential to become recognized as among the leaders in the discipline or professional field. The University must nurture and facilitate extraordinary accomplishments in all possible ways, including the provision of increased resources when appropriate.

The third factor reflects the increased emphasis to be placed by the University on address to public policy matters. As discussed in Part II, this particular element of University mission can take a variety of forms and will be encouraged in all appropriate disciplines and fields. However, certain units or parts thereof have demonstrated special knowledge and skills which can be brought to bear rather directly and immediately on the economic, social, and scientific problems facing the State of New York. Such units will be given particular encouragement to expand their work in policy analysis and thus to contribute to fulfilling this element of mission.

Appendix A identifies those academic units which, based on the three principal criteria, emerge as primary claimants on resources at this time. Any listing of priorities must be tempered by the uncertainty of future allocations by the State, and by the knowledge that the needs of specific programs can shift rapidly in a short period of time. The existence of such uncertainty does not make less important the need for institutional planning, however, as individual academic

units must be given more adequate lead time for recruitment and internal planning in general. Uncertainty as to future events means only that we must build a degree of flexibility into planned allocations and recognize that any resource may be subject to change in one or more of its parts. Thus the *intent* for future allocations can be clearly established, while recognizing that deviations from the plan may be necessary as external events unfold and as unanticipated needs emerge in specific programs.

Most of the priority concerns of an institution are directly related to the needs of academic schools and departments. However there also are educational matters which transcend disciplinary boundaries and merit special attention by the institution as a whole during given time periods. As elaborated more fully in Appendix A, there are five such matters which are of particular importance at this time: review of the undergraduate experience; assessment of learning outcomes; interdisciplinary studies; international education; and the future enrollment mix of the University.

Administrative Functions and Priorities

The administrative, or non-instructional, staff of the University exist to facilitate and support the work of faculty and students and, in certain cases, to contribute directly to the development of students. In keeping with these purposes, major functions of administration are to:

- Initiate development of the institutional plans, policies and procedures necessary to preserve and enhance the vitality of the intellectual enterprise as a whole.
- Acquire the resources necessary to support teaching, research, and learning, both directly through its own efforts and indirectly through provision of information on funding sources and other matters to faculty and students.
- Develop and maintain programs and services which contribute directly to the intellectual, social, emotional, and physical development of students within the context of a total learning environment.
- Provide those administrative services to faculty and students which either directly support the learning process or are necessary to its existence.
- Maintain appropriate relationships with various external publics to facilitate the work of faculty and students and to satisfy accountability requirements in both educational and economic terms.
- Develop and maintain appropriate means of coordination and oversight to ensure that the goals and priorities of the institution are accomplished as effectively and efficiently as possible.

These major functions provide the framework within which all administrative units must articulate their goals and objectives to support the educational mission of the institution.

The process of priority-setting among administrative units of the University follows much the same logic as for academic units. First, there are particular units which may be designated as primary claimants on resources during a given time period because they fall below the critical mass needed to fulfill their educational or administrative purposes. Second, there are broad issues which transcend the work of any particular unit and merit special study by the administration as a whole. Overriding these specific priorities is the University's commitment to nurture and support adequately *all* activities necessary to the learning environment. Appendix B delineates the major priorities for the administration at this time.

This document has focused on defining the general goals and priorities of The University at Albany. It is a statement of intent, designed as a broad framework within which to describe and oversee future development of the institution. As such, it is intended to have a degree of permanence that enables individual units to develop their own longer-term goals and development strategies. The Mission Statement is nevertheless intended to be a working document, and not simply a periodic renewal of well-meant aspirations. It will achieve its purpose through implementation at two levels: the institutional process and the individual process.

The Institutional Process

The institutional process begins with preparation of three-year development plans by each academic and administrative unit, and the integration of those plans into the ongoing resource planning and allocation processes of the campus. The first major phase in the process, preparation, review and acceptance of development plans, was undertaken during the late winter and spring of 1977. That phase ended with the utilization of the plans (in accordination with the priority criteria described in Part V, above) in final allocations for 1977-78 and in the preparation of the preliminary 1978-79 budget request. The second phase of institutional implementation, use of the plans in assessing each unit's activities in the coming year, has begun with the identification of shorter-range action goals that will guide our work during 1977-78 and provide the basis for evaluating our efforts. Those goals are set forth in the abstracts that follow.

There are obvious advantages to the use of development plans in institutional management. The process has led to tentative allocations for 1978-79, thus providing a longer lead time for planning and recruitment than has been true in the past. The three-year horizon of the development plans will provide a future context for decisions, as well as make possible selective longer-term recruiting commitments for key positions.

Units will be asked to update their three-year development plans annually, thus providing a "moving" process whereby plans can incorporate new developments – for example, the results of external reviews or unforeseen changes in external conditions which may affect substantive elements of the plans. The campus-level mission statement will also be reviewed annually by the Council on Educational Policy to determine if changes are needed in overall goals and priorities of the institution. Every four years, the campus-level statement and the development plans of units will together provide the basis for preparation of the Master Plan required by SUNY-Central Administration. All these elements of institutional process provide the framework for continual assessment of goals and their degree of attainment.

The Individual Process

The major responsibility for implementing the University's mission rests, of course, with faculty, staff, and students. That responsibility is, in many instances, individual in nature. For example, it is the responsibility and prerogative of the faculty to define the content and methodology of research efforts. It is also

the responsibility of the faculty member to define a course and to specify how it will be taught, subject only to review by peers through established curriculum review processes. Similarly, it is the responsibility of individual students to strive for self-development and to take advantage of the learning opportunities provided by the University.

In other cases the responsibility for implementation is corporate, such as in the preparation of each unit's development plan and in the work of the various task forces referred to throughout this document. Whether individual or corporate, however, faculty, staff, and students must assume the primary obligation for initiating the actions that will fulfill this statement of mission. It is not self-enacting; effective performance within its framework is dependent upon a shared commitment to the values and goals of The University at Albany.

Appendix A: Academic Priorities*

As explained in Part V, there are three major factors to be considered in establishing which academic units have prior claim on resources at this time:

- The obligation of the institution to provide all programs the resources needed to achieve an acceptable level of quality and to accommodate planned enrollments.
- The obligation of the institution to facilitate the attainment of national leadership in programs which are at or near that level of quality already.
- The need to further develop instructional and research activities in those units which can contribute significantly to the analysis of major public policy issues.

The first of the three factors establishes a floor, a threshold of resources which must be provided to all academic units being sustained. As a result of shifts in student interests over the years, changes in program purposes and scope, and other factors, a number of units currently fall below the resources required. The following departments and schools should be given a net increase in faculty lines and associated support funds as soon as is feasible:

Business
Computer Science
Economics
English (increased resource needs satisfied in 1976-77)
History (increased resource needs satisfied in 1976-77)
Psychology
Public Administration
Rhetoric and Communication
Social Welfare
Sociology

The composition of this list will vary over time, of course, as circumstances change and as units not now listed experience the need for increased resources.

The second factor reflects the commitment to facilitate the attainment of peaks of excellence within the University. Based on external evaluations and other forms of evidence, the following units either have attained positions of national leadership already or have the potential to do so in a reasonable period of time:

Anthropology
Art
Atmospheric Science
Biology
Chemistry

*Programs have been added to and deleted from this list of priorities in the five years since it was originally compiled.

Criminal Justice
Educational Psychology
Geology
German
Mathematics
Philosophy
Physics
Public Administration
Reading

Resource augmentation is not necessarily called for in order to facilitate the achievement and/or maintenance of very high quality in the units listed. However, the University must nurture and facilitate extraordinary accomplishments in all possible ways, including the provision of increased resources when appropriate. The list is not immutable, of course, and should change as developmental efforts continue in other departments.

The third factor reflects the institutional emphasis on public policy analysis. The following schools and departments, or components thereof, have demonstrated special knowledge and skills which can be brought to bear on the economic, social, and scientific problems facing the State of New York:

Atmospheric Science
Business
Computer Science
Criminal Justice
Counseling and Personnel Services
Economics
Educational Policies, Programs and Institutions
Educational Psychology
Geography
Geology
Political Science
Psychology
Public Administration
Social Welfare
Sociology

While contributions to public policy analysis will be encouraged in many areas, the units listed above will be given particular encouragement in fulfilling this element of University mission.

Taking all three factors into account, 25 schools and departments emerge as primary claimants on resources at this time in order to (a) provide all units with an appropriate level of resources, (b) facilitate the attainment of national leadership, and (c) strengthen our work in public policy analysis. The University must and will fulfill its obligation to provide the critical mass of resources needed in *all* academic units.

In addition to these unit priorities, Part V identified five educational concerns which need special attention by the institution as a whole at this time:

Review of the undergraduate experience – In keeping with the emphasis placed on education of the whole person in Part III, it is important to identify the desired outcomes of a liberal education and the most appropriate means for attaining those outcomes. The Special Committee to Review the Undergraduate Experience is already at work on the matter and expects to submit its recommendations in late Spring 1977. The Committee's report will be reviewed by appropriate governance bodies before final action is taken on any recommendations.

Assessment of learning outcomes – While institutions of higher education long have been concerned with the results of the learning process, little progress has been made in developing appropriate methods for assessing these results. The results of much of the University's work cannot be measured in a quantitative sense, to be sure, but we must develop more effective means for assessing how well we are doing in relation to goals established. It is important educationally that we evaluate results, and it is also important to provide the general public with evidence of accomplishments.

This stronger orientation toward a focus on learning outcomes and their assessment is being encouraged in all academic units of the University. For example, each unit has been encouraged to state its goals and objectives in terms of desired learning outcomes as a part of the three-year development plans now being prepared. This effort will yield new insights into both the benefits and limitations of such an approach.

Interdisciplinary studies. – As traditional intellectual families become increasingly interconnected, the ability to mount strong interdisciplinary programs will continue to be of major concern to all universities. A campus-wide mechanism is needed to ensure that needed programs are developed and, once in operation, given proper support and attention. The Special Committee to Review the Undergraduate Experience, the Undergraduate Academic Council, and the Office of the Academic Vice President are all addressing this issue, and recommendations for action should be forthcoming in 1977.

International education. – As indicated in Part III of the mission statement, an understanding and appreciation of world cultures is an integral component of liberal learning. An emphasis on international education can be achieved in a variety of ways: through area studies programs, both on-campus and overseas; through the study of foreign languages and literature; through comparative and cross-cultural approaches in selected courses, regardless of the discipline or field of study; through a diverse student body which includes international students; and through other facets of the total experience which can be developed and emphasized.

The Special Committee to Review the Undergraduate Experience will consider this vital component of a liberal education in its work, but the matter should be reviewed continually by the International Studies Advisory Committee and by appropriate governance bodies and departments.

The enrollment mix of the campus. – As discussed in Part V, the total enrollment level authorized for the University at Albany is unlikely to change significantly in the near future. This does not mean, however, that the enrollment mix (e.g., by major, level) will remain constant, nor does it mean that the future mix must be left to chance. If educational considerations are to be given equal weight with demographic phenomena, we must initiate a more balanced approach to enrollment planning – one which reflects not only student interests but also the program plans and priorities of the institution and the societal needs being served.

Departments have already been asked to project, on a tentative basis, the enrollments which are *educationally desirable* over the next three years. The projections will be modified, of course, as departments prepare their plans over the coming months and as further discussions occur. Thus the campus-level guidelines at this stage of mission articulation must be limited to the following:

- The total enrollments on the Albany campus will not exceed the current Master Plan projections, i.e., 13,500 FTE students by 1980-81 and 14,000 FTE students by 1984-85. The total FTE enrollment in 1975-76 was approximately 13,175.
- On a headcount basis, the campus will seek to maintain the current mix of approximately two-thirds undergraduate students and one-third graduate.
- Recruitment efforts will be increased to ensure attraction of high quality students and to facilitate the enrollment of students with the potential for advanced work.
- New approaches will be developed to attract additional financial support for graduate students (see Appendix B).

Appendix B: Administrative Priorities

Part V of the mission statement indicated two major categories of administrative priorities: (1) those administrative units which may be identified as primary claimants on resources at this time, and (2) those broad issues which transcend the work of any particular unit and which merit special address by the institution. The development of departmental plans with a strong focus on the support of educational mission will provide much of the information needed for decisions on priorities in the first category. Thus the following focuses on the priorities for action which transcend the responsibilities of specific offices and deserve immediate attention by the administration.

Facilitation of Research

As defined in Part V of this report, the term "research" refers to a broad array of scholarly and artistic activities which differ considerably in form, content, and process across fields of study in the University. Faculty members at a university center assume an obligation to be engaged in creative forms of scholarly inquiry, and the administration, in turn, has an obligation to facilitate such activity in all ways possible. While facilitation is often constrained by requirements emanating from external sources, there are, nonetheless, ways by which both the quality and quantity of support for research can be improved. The following actions are either already underway or planned for the near future.

- A study was initiated in the Fall of 1976 to develop new methods of encouraging and facilitating research activities on a campus-wide basis. In general, the focus of the project is on (a) the elimination of any barriers to research which may exist, (b) the creation of appropriate incentives in a variety of forms; and (c) development of the means by which the research-related goals of the University can be most effectively accomplished.
- Through redeployment within the administration, one full-time professional staff member will be added to the Office of Research. Addition of this staff member will enable the office to expand its capability for establishing appropriate relationships with granting agencies, disseminating information on funding opportunities to researchers, and otherwise facilitating the conduct of research activities on a campus-wide basis. The new staff member will devote special attention to increasing the amount of external support for the humanities and fine arts.
- As discussed more fully below, plans are underway to establish a research center which will play a major role in facilitating and encouraging research on public policy issues throughout the campus.

In addition to these specific actions, the administration will continue to seek out new sources of funding and take other appropriate steps to encourage research activities of faculty.

Increased Support for Graduate Students

State-appropriated stipends for teaching assistants and graduate assistants at the University at Albany have remained at the same level for six years, and recent reductions in the various forms of State financial aid have only exacerbated the problem. The campus must continue to take the initiative in finding new sources of funding for graduate students and in developing appropriate methods for attracting high quality students to our advanced programs.

A campus-wide task force has been created to study the problems of recruitment and financial aid and to develop a recommended plan of action for the University. This task force, appointed in cooperation with the Graduate Academic Council, is expected to submit its recommendations early in 1977. Our continued

development as a major university center will depend to a large extent on our ability to attract and support graduate students of high quality, and we must act now to prevent further erosion of our competitive position.

Increased Non-State Support

As discussed in Part II of this document, there is likely to be little increase in the level of operating support provided by the State in the foreseeable future. Consequently, new financial strategies must be developed to provide increased support from non-State sources to further develop selected programs.

With the help of the SUNYA Foundation, the Benevolent Association, and the Alumni Association, a major effort will be made during 1976-77 to develop such strategies. The Vice President for University Affairs has been assigned primary responsibility for this task, and it is expected that a recommended plan of action will be developed by March, 1977.

Interaction with State Government

Contained in the 1977-78 Final Budget Request of this campus is a proposal to establish a University-wide center for governmental research and services. This Center, to be funded through redeployment of non-instructional resources, will have as its major purpose the enhancement of research on policy issues. The number of permanent staff in the Center will be no more than two or three, and its focus will be on encouraging faculty in the professional schools and in the arts and sciences to work together on substantive policy questions in various areas (e.g., educational policy, the physical environment, business and economic development). A number of rotating appointments will be made available to faculty in order to provide released time for research and achieve more effective coordination of effort. An advisory group of faculty also will be established to enhance the effectiveness of the Center.

In order to achieve its general purpose, the five major goals of the proposed Center will be:

- To stimulate faculty and student research on major issues and problems, by (a) arranging meetings with appropriate public officials, (b) assisting faculty and students in identifying research questions which are appropriate to a university setting, and (c) obtaining support for research from appropriate sources.
- To initiate major research projects and to establish the means for bringing a variety of discipline-based skills to bear on problems of multi-disciplinary or interdisciplinary character.
- To organize and maintain continuous liaison with agency heads, legislators, and other public officials to identify major issues and problems facing the State.
- To maintain a current University-wide inventory of faculty strengths and areas of expertise and to communicate the existence of such expertise to appropriate groups and individuals.
- To coordinate the development of conferences, workshops, and other appropriate vehicles for sharing knowledge with government officials.

If approved, the center will represent a major vehicle for implementing that element of University mission focusing on public policy analysis.

One step to be taken this year is a series of conferences on campus to identify projects of mutual interest to faculty, on the one hand, and key government officials on the other. These conferences will include workshops and deliberative sessions which focus on key policy issues and the nature of the University-Government interface in addressing those issues.

A second major action to be taken is the appointment of an advisory group to the President. This group will be convened at appropriate intervals to discuss specific needs of State government and the University's role in meeting such needs.

Reduction of Administrative Costs

All campuses of the State University of New York have limited flexibility in the allocation of resources between academic programs and administrative departments. Externally imposed requirements for accountability, for example, have costs associated with them that cannot be avoided. In addition, the budget structure itself limits the degree to which a savings in administrative costs can be translated into a gain for academic programs. Despite these limitations, we must continually seek ways by which administrative costs can be reduced and the savings redirected to academic programs or to units in direct support thereof.

The Presidential Task Force on Priorities and Resources suggested several alternatives for further study, all of which will be addressed during 1976-77. Some studies are already underway, and several promise to achieve significant cost reductions (e.g., secretarial pooling, elimination of unneeded telephone instruments and lines). A major effort is also underway to automate the operations of some administrative offices. In addition to these special studies, all administrative units are being urged to reduce costs of present operations to the extent practicable.

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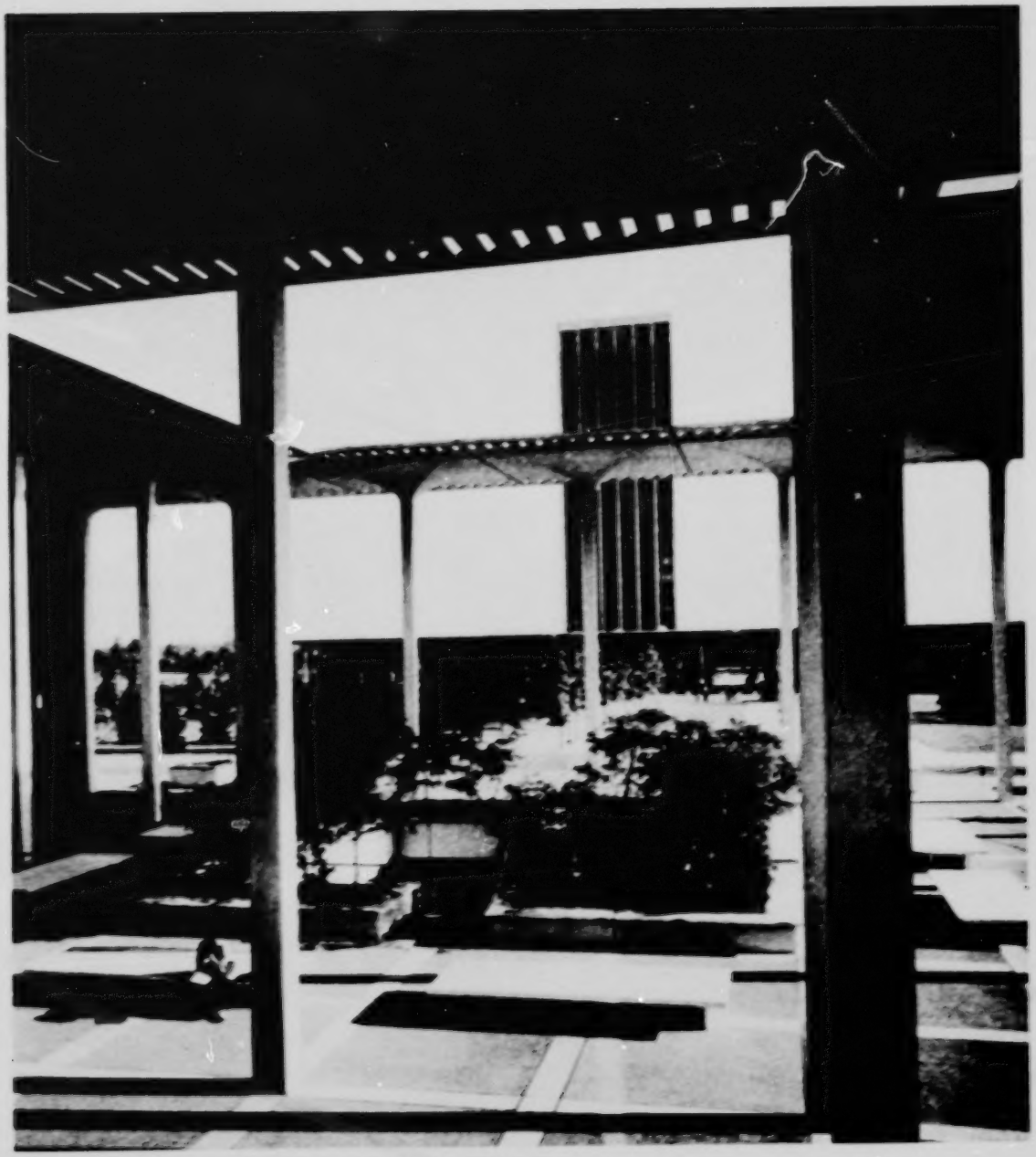
In summary, five major areas are identified as priorities for administrative action: more effective facilitation of research; development of increased support for graduate students; development of an increased level of non-State financial support; creation of more effective liaison relationships with State government; and reduction of administrative costs to the extent practicable. Several specific action strategies are indicated in each of these areas, with others to be developed as the planning process evolves.



SUNY Albany: Campus Center, Main Campus

8

SUNY-Albany Abstracts of Three-Year Plans

During 1976-77, all academic and administrative units of the University were asked to prepare three-year development plans, including goals, objectives, and implementation strategies. These plans take guidance from the Campus Mission Statement, but they also reflect the unique characteristics and needs of disciplines and fields of study. Taken together, the plans of all units constitute the institution's blueprint for continuing development and its priorities for action during the coming three years.

The three-year plans are not presented in their entirety here. Rather, abstracts of the plans have been prepared, each of which contains a statement of (a) general purposes and programs, (b) goals, and (c) priorities for action. These abstracts were prepared by the Office of the President in consultation with vice presidents and deans. They are presented below in the following order: Academic Affairs (all colleges, schools, and departments, including academic support units); Research Centers; Division of Research and Graduate Studies; Divison of Finance and Business; Division of University Affairs; and Division of Planning and Information Systems.

Part I: Division of Academic Affairs

The Division of Academic Affairs is responsible for the primary educational mission of the campus. Its activities are carried out through the colleges and schools of the University, and through a group of eight academic support units: the University Libraries; the Educational Communications Center; the Office of Undergraduate Admissions; the University College; the Office of International

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Programs; the Educational Opportunities Program; the Office of Summer Sessions; and the Office of the University Registrar. The colleges and schools and the support units are under the general direction of the Office of Academic Affairs, which also maintains a close working relationship with the Division of Research and Graduate Studies.

The goals and priorities of the colleges and schools are specific to their respective academic disciplines and curricula. Each is described separately in the sections that follow. The goals and priorities of the academic support units are described in a single section at the conclusion of this part.

College of Humanities and Fine Arts
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

At the undergraduate level, the College of Humanities and Fine Arts offers baccalaureate degree programs in Art, English, French, German, Greek, Greek and Roman Civilization, Italian, Judaic Studies, Latin, Music, Philosophy, Rhetoric and Communication, Russian, Spanish, and Theatre. In addition, the College is responsible for interdisciplinary programs with concentrations in Chinese Studies, Inter-American Studies, and in Linguistics, and for second fields in Journalism and Women's Studies.

A fundamental objective of all undergraduate programs in the College is the development of abilities which are central to a liberal education: to think critically, analyze issues and problems from many points of view, distinguish reasoned conclusions from ideological commitments, and develop and express ideas in a logical and coherent manner. The curriculum fosters this objective by providing students with the opportunity to discover, work with, appreciate, and evaluate the artistic, cultural, and intellectual achievements of human civilizations in a historical as well as contemporary context. Such exposure encourages students to distinguish facts and values, examine their own values in the course of examining those of others, and approach ideas, issues, and problems with an enriched understanding of their significance to others as well as to themselves. And students have, in addition, the opportunity to develop their individual creative talents through the resources and guidance available in the arts and literature.

At the graduate level, the College offers master's degree programs in the departments of Art, Classics, English, French, German, Hispanic and Italian Studies, Philosophy, Rhetoric and Communication, Slavic Languages and Literatures, and Theatre. Doctoral programs are offered in the departments of English, German, Hispanic and Italian Studies, and Philosophy. Work at the master's level seeks to guide advanced students to a deep and broad understanding of individual disciplines and their relationships to each other. Doctoral study permits students to prepare for a life dedicated to the advancement and dissemination of knowledge in the humanistic disciplines.

The Edith O. Wallace Humanities Building is the home of nine departments

of the College. The Department of Art shares a separate building at the main entrance to the campus with the University Art Gallery. The Performing Arts Center, with four theatres and the Recital Hall, is the center of activities of the departments of Music and Theatre.

In Fall 1976, 1,162 students were working toward bachelor's degrees in the College, 159 were enrolled in master's programs, and 75 were pursuing doctoral studies.

GOALS

1. To provide undergraduate students enrolled in other colleges at the University with broad exposure to the arts and humanities and the contribution which they can make to a full and fruitful life.
2. To provide concentrated experiences in individual fields or interdisciplinary areas for undergraduates who wish to construct major programs in the arts and humanities.
3. To provide graduate education of the highest quality at both the master's and doctoral level in order to prepare advanced students for productive careers as teachers or scholars.
4. To explore ways in which the College's curriculum and programs can be expanded or improved to offer more effective and coherent learning experiences for all students, including those who do not conform to the conventional profile of the undergraduate or graduate student.
5. To provide active support for the College's faculty in their attempt to extend the frontiers of humanistic knowledge.
6. To support artists, musicians, writers, and playwrights in the College in their individual efforts to create new works of artistic value.
7. To participate actively in the governance of The University at Albany and to contribute to the formulation of academic policies and the solution of academic problems.
8. To enrich the life of the University and the community through special course offerings, lectures, concerts, dramatic performances, and artistic exhibits.
9. To become actively involved in public affairs and contribute to the discussion and resolution of community problems to the extent that these subjects relate directly to the faculty's academic or artistic expertise.
10. To maintain active contact with other academic and artistic institutions in the Capital District and the State of New York to facilitate the dissemination of knowledge and encourage the development of programs of interest to our public constituency.

PRIORITIES FOR ACTION

College-wide:

1. Establish productive contacts with various funding agencies, both public and private, in order to attain a greater level of extra-mural support for creation of new programs and the improvement of existing programs, and obtain more external funding for faculty research.
2. Strengthen existing Ph.D. programs in German, Hispanic and Italian Studies, and Philosophy and continue to build

toward restoration of the Ph.D. in English; consider the possibility of establishing a Ph.D. program in the rapidly developing field of Rhetoric and Communication; and assist departments with master's degree programs to identify new clientele and new interdisciplinary structures for their programs.

3. Explore new structures or configurations for the undergraduate curriculum; establish new administrative mechanisms to support new curricular developments, and explore the possibility of creating new team-taught or interdisciplinary courses or programs which complement rather than replace the existing disciplinary organization of the curriculum.

4. Explore ways in which the College's courses and programs can be more responsive to the interests and needs of adult, part-time learners.

5. Expand the College's contacts with other colleges in the Capital District in the interest of developing cooperative programs in the arts and humanities and work more closely and productively with artistic groups in order to be of greater service to them, our students, and the general public.

6. Define the College's proper contributions to the public policy mission of the University.

7. Establish relationships with museums, libraries, and other cultural institutions in the Capital District in order to make the College's programs more accessible to the public.

Department of Art:

1. Continue to emphasize creative and scholarly activity by faculty and students.

2. Develop and implement needed changes in the undergraduate program: seek approval for changes in admissions criteria; study the feasibility of inaugurating a Bachelor of Fine Arts degree in company with the present Bachelor of Arts program; work with Music and Theatre to establish double-field study opportunities for undergraduates; continue to develop the existing program and courses in stained glass as an art medium.

3. Develop and implement a Master of Fine Arts degree with concentrations in painting and drawing, printmaking, and sculpture.

4. Develop increased interactions with other campus units, especially Music and Theatre: study the desirability of a Division of Fine Arts within the College; develop and implement an interdisciplinary second field entitled Arts for Non-Majors; continue to offer exhibitions, productions, and other programs in conjunction with Music and Theatre.

5. Consider implementation of a Media Arts major, an interdisciplinary degree using the special media talents of various departments.

6. Facilitate exhibitions of creative works in the Capital District and elsewhere; increase efforts to obtain external support for such activities.

7. Provide workshops and programs for the community; develop new visual programs focused on environmental

concerns; continue projects restoring building fronts and murals; develop apprentice program in the arts and community, and continue provision of artistic guidance to community groups.

8. Explore the possibility of a faculty and/or student exchange exhibition with the USSR, Great Britain, Israel, and Scandinavian countries.

Department of Classics:

1. At the undergraduate level, continue to provide courses which give students increased awareness of the roots of our intellectual and cultural heritage, emphasizing Classical Archaeology, Greek and Roman Civilization, Greek, and Latin.

2. Continue to develop course offerings of interest to students throughout the University and increase enrollments in such courses.

3. Reaffirm the Department's commitment to graduate education in light of the loss of the Ph.D. program in 1976; continue to offer a master's program of high quality, with specializations in Latin, Greek, and Classical Archaeology.

4. Encourage and facilitate research by faculty and students, giving increased attention to Classical Archaeology as a focus of inquiry.

5. Continue to work with the government of Cyprus to facilitate archaeological excavations.

Department of English:

1. Identify and implement changes needed in undergraduate programs: adopt requirements to insure advanced training in writing, training in linguistics and literary criticism, and critical capability in the reading of literary works; develop new courses as required; explore the possibility of student exchanges with English universities, and develop more effective means of advisement of students.

2. Enlarge the program in writing to meet the needs of good as well as poor writers and organize a writing laboratory for those in need of remedial work; also develop writing courses for advanced students in fields other than English.

3. Review the purposes and content of the master's program and place increased emphasis on educating students for non-academic careers.

4. Determine the appropriate focus and structure of the Doctor of Arts program: give consideration to a flexible program which includes pedagogy, writing, linguistics, interdisciplinary study, and communication skills and makes use of resources available in other departments.

5. Develop more effective ways to facilitate faculty-student interactions outside the formal classroom.

6. Insure that quality of teaching remains high: examine present teaching methods, mode of preparation for class, methods of textbook selection, and grading practices; explore the possibility of more team-taught courses in selected areas, and continue the occasional use of off-campus specialists as lecturers.

7. Encourage and support scholarly achievement: adjust faculty workload patterns as appropriate; sponsor conferences and institutes, and seek increased external funding for research and scholarly activity.

8. Make courses more easily accessible to the community: expand evening courses; offer off-campus courses in writing and literature to selected audiences, and offer summer refresher courses for high school and college teachers.

9. Develop closer relations with English teachers in the high schools and colleges; intensify our recruiting campaign for graduate students.

Department of French:

1. Continue to examine undergraduate course offerings and make needed improvements, giving special attention to insuring that students acquire skills of critical thinking, increased cultural awareness, and an understanding of value systems in the study of French literature; emphasize the development of methodological skills in the analysis of texts, and assist students in acquiring basic communication skills.

2. Improve the overall quality of language instruction through better coordination of courses and through redirection of faculty interest and skills as appropriate; expand the number of team-taught courses.

3. Make the Department's offerings more accessible to students; schedule courses at more convenient hours to serve part-time students, and create new courses to make the masterworks of French literature available to students who do not read French.

4. Continue to encourage and facilitate research and scholarly activity by faculty and students.

5. Develop and maintain close relations with appropriate community groups, the French-speaking community, and high school teachers; develop seminars and continuing education offerings as appropriate for these groups.

Department of German:

1. Implement decisions recently made regarding the focus and structure of the undergraduate program and offer student majors the option of emphases in Linguistics, Society and Culture, Literature, or Teacher Education.

2. Continue to develop undergraduate courses in German for students majoring in business, economics, and related fields who desire this language tool.

3. Study the feasibility of expanding the Department's undergraduate offerings to include Scandinavian and Dutch literatures.

4. At the graduate level, build the faculty capability needed to increase course offerings in the Goethe Period; also develop a more substantial supporting program in linguistics, drawing on resources now available in the interdisciplinary linguistics program and in the Anthropology Department; develop additional courses as needed to round out the graduate program and to meet the needs of students.

5. Determine the appropriate size for the Ph.D. program in future years, taking into account the faculty available, student demand, placement opportunities, and other relevant factors; seek to increase the number of assistantships available to the departments.

6. Continue to encourage research, giving special emphasis to the research program in German Exile Literature; involve students more directly in research.

7. Work closely with the University Library to establish the Central European Collection for use by scholars in various disciplines.

8. Study the desirability of establishing an Institute of Central European Studies on campus and the possibility of obtaining outside funding for such a program.

Department of Hispanic and Italian Studies:

1. In the Hispanic Studies undergraduate program, continue emphasis on teacher training, literature studies, and language, literature, and cultural studies as foundation courses for majors in other departments; consider developing a fourth track of study to serve students who have spoken Spanish within their home or community environments; revise undergraduate offerings as necessary to meet the State guidelines and requirements for teacher certification; develop more effective methods of student advisement, and develop new interdisciplinary seminars on the Hispanic World.

2. In the Italian Studies undergraduate program, re-examine the curriculum; introduce Italian-American courses to complement the teaching of Italian language and literature; emphasize excellent language training; increase efforts to attract students to the program; encourage joint planning with other campus units to develop a second field in Italian or an interdisciplinary program, if appropriate.

3. In the master's program in Hispanic Studies, continue to prepare students for secondary school teaching roles or for advanced study at the Ph.D. level; implement new courses in the cultural foundations of Spanish and Spanish-American literature; strengthen offerings in advanced writing and conversations for those interested in teaching; increase recruitment efforts to attract students of high quality; in conjunction with the Linguistics program, consider creation of an option in Hispanic Linguistics for master's students.

4. Organize the Ph.D. program in Hispanic Studies into three sub-fields, Medieval and Golden Age, Modern and Contemporary Peninsular, and Spanish America; within the Spanish-American sub-field, implement a special program in Spanish with a concentration on Caribbean Studies.

5. Give increased attention to facilitation of faculty and student research; encourage preparation of grant proposals; encourage research on pedagogy as appropriate, and facilitate participation at meetings and conferences.

6. Continue to interact frequently with the New York State Department of Civil Service, and other agencies or organizations and provide educational opportunities to meet the needs of these entities.

Department of Judaic Studies:

1. Provide students with the preparation required for graduate study or for career opportunities in professions which emphasize a Jewish academic background; in conjunction with the

School of Education, study the feasibility of a new program for certification of high school teachers in Hebrew.

2. Take an active role in developing core and interdisciplinary courses for the College; encourage the University to remove the barriers to cross-listing of courses throughout the campus; encourage other campus units to consider inclusion of the Department's faculty in appropriate master's or doctoral committees.

3. Continue to implement course and curriculum changes; consider offering more upper-level language and literature courses; revise the multi-media, elementary Hebrew program to enhance learning; continue experiments with student internships and with advanced students teaching introductory courses; obtain additional part-time teachers for the program in elementary Hebrew.

4. Study the need for, and feasibility of, a master's program in Judaic Studies, possibly emphasizing contemporary American Judaism and American-Israeli relations.

5. Continue efforts, already begun, to attract student majors and increase course enrollments; develop and implement a cooperative arrangement with Rockland Community College which has a unique lower-division Judaic Studies program.

6. Encourage research and scholarly activity; continue to develop the existing monthly colloquium with other campus units and other area institutions; continue research on new methods of teaching Hebrew through media such as video tape.

7. Continue offering services to the community, including continuing education offerings, problem-solving activities, and other means; work closely with the College of General Studies to coordinate course offerings in Yiddish and related fields.

Department of Music:

1. Re-examine the Department's offerings in historical, theoretical, composition, electronic music, and performance; design new courses and combine existing ones as appropriate; continue to encourage distinguished artists to give master classes.

2. Capitalize on existing strengths in the history and application of instrument making and repair, electronic music, and music librarianship; in conjunction with Art, Theatre, and the Performing Arts Center, develop additional interdisciplinary courses and public events.

3. Continue to evaluate the admission requirements and improve the entrance tests for students who wish to become music majors; increase recruitment efforts as appropriate.

4. Work with Art and Theatre to establish double-field study oppportunities for students; study the desirability of a Division of Fine Arts within the College, and develop and implement an interdisciplinary second field entitled Arts for the Non-Major.

5. Continue to encourage scholarly research in music theory and history, and active work in composition; in the performing area, facilitate concerts and other performances in the Capital District and elsewhere.

Department of Philosophy:

1. At the undergraduate level, conclude evaluation of the Department's existing offerings and develop new courses as appropriate; encourage those students planning graduate study in selected professional fields to major in Philosophy as undergraduates, and encourage non-majors to take introductory philosophy or logic courses as part of a broad general education.

2. Continue present emphasis on sharing resources and developing interdisciplinary programs with other campus units.

3. At the graduate level, emphasize the unique features of the doctoral program, its interdisciplinary aspects and integration of philosophy with public policy concerns; maintain enrollments at approximately the current level; continue to develop non-academic opportunities for graduates, and seek increased stipend support for graduate students.

4. Continue to develop and implement the Master of Arts program in Philosophy of Medicine, working with the Albany Medical Center, the Albany Medical School, and other health-related agencies and organizations.

5. Place strong emphasis on research and scholarly activity; continue to recruit research-oriented faculty; continue the internal and visiting speakers program, and grant leaves and released time when significant research activities are to be conducted.

6. Continue to strengthen the Department's work in epistemology, philosophy of mind, philosophy of language, logic, metaphysics, history of ancient philosophy, and Kant; add faculty capabilities in ethics and the philosophy of science, and also attempt to strengthen the Department's capabilities in the history of philosophy, phenomenology, and contemporary continental philosophy.

7. Increase the Department's emphasis on relating philosophy to public policy issues in civil rights, police action, and other areas; work closely with the new Center for Governmental Research and Services to offer a series of seminars focused on "Philosophical Issues and Concepts in Public Policy."

8. Make the Department's programs and courses more accessible to part-time students and area residents; assess the demand for philosophy courses in the community and develop methods for meeting these educational needs.

Rhetoric and Communication:

1. Prepare undergraduate students for advanced study of human and organizational communication systems and for careers in government, industry, or other organizations; continue the strong emphasis on high quality in teaching.

2. Implement revisions in the master's program in order to bridge the two major lines of inquiry in the field, rhetorical theory and criticism, and communication theory; place greater emphasis on problem-or-case-centered curriculum; work with the English Department to make the graduate courses in rhetorical theory available to their graduate students; seek to increase stipend support for graduate students.

3. Study the need for, and feasibility of, a doctoral program and prepare a proposal for consideration by the University.

4. Strongly emphasize research by faculty and students.

5. Expand faculty strengths in organizational communication, the rules approach to human communication, and action theory.

Department of Slavic Languages and Literatures:

1. Strengthen key aspects of the undergraduate program; complete a review of the Russian language program in order to delineate specific performance expectations at each level of language teaching; review upper-level courses and develop an integrated and comprehensive program.

2. Extend the current program of self-paced language instruction to a wider variety of applications (e.g., Business Russian, Scientific Russian, Russian reading for graduate students in diverse fields); examine existing programs in translation and upper-level language training to develop better the career capabilities of students, and develop more effective means of providing guidance and advisement to students.

3. Continue the primary emphasis on Russian, but also broaden offerings in other Slavic languages as appropriate.

4. Continue to participate in interdisciplinary programs, including Russian and East European Studies and Linguistics.

5. Diversify and strengthen offerings in the master's program, giving greater attention to meeting the career goals of students while also preparing them for advanced study in the discipline.

6. Participate in the new State University of New York-Moscow State University program designed to exchange faculty and graduate students; continue the leading role in the undergraduate exchange program between SUNY and the Institute of Foreign Languages in Moscow; provide instruction and guidance to exchangees in both programs, and provide overall direction to the programs both here and in Moscow.

7. Continue to encourage research, including development of pedagogical and reference materials as appropriate.

Department of Theatre:

1. Work with Art and Music to establish double-field study opportunities for undergraduates; study the desirability of a Division of Fine Arts within the College, and develop and implement an interdisciplinary second field entitled Arts for the Non-Major.

2. Review and make necessary changes in the size of undergraduate classes; continue currently successful efforts to expand enrollments; introduce more applied courses in the upper division (e.g., Theatre Management, Applied Theatre Criticism, Playwriting); increase use of graduate assistants as instructors in introductory courses, and develop new courses for non-majors as appropriate.

3. Continue to review the admissions requirements for students who wish to become theatre majors and propose new standards as appropriate.

4. Review the graduate curriculum to determine if (a) the program should be more directly oriented to high school and community college teachers, or (b) the Department should offer a Master of Fine Arts program.

5. Continue to offer a variety of programs for the public which enhance learning and provide a cultural service to the community; continue the Major Theatre, Experimental Theatre, and Summer Theatre programs; provide cooperative services for community theatre groups, including workshops; host various acting companies, and enable student and faculty exchanges as appropriate.

6. Place increased emphasis on creative activities of two types: (a) major, main stage productions with emphasis on popularity and polish, and (b) experimental, studio theatre productions with emphasis on unusual exploratory materials and methods; encourage ongoing faculty research in neo-classic French theatre, audio modulated light systems, production methods in contemporary East European theatre and other areas.

7. Attempt to acquire the resources needed to reinstitute the emphasis on creative dramatics and children's theatre and to expand other programs to the extent possible.

Chinese Studies Program:

1. Review and make needed changes in undergraduate course offerings: revise the sequence of lower division courses; also revise the upper division courses to offer students a wider range of specializations.

2. Initiate two new courses in Modern Chinese Literature and one new course in the History and Development of the Chinese Language.

3. Attempt to attract a permanent, part-time, staff member to teach the introductory Chinese language courses.

4. Encourage research in Chinese languages and literature and arrange conferences to stimulate research proposals.

Journalism Program:

1. Maintain a relatively small program, preparing students for journalistic careers and giving them a critical understanding of the role of journalism in society; work closely with Political Science, English, and other departments to integrate course offerings for the program; consider developing new courses (e.g., broadcast writing, methods of reporting, magazine writing) if the need exists, and if resources permit.

2. Continue to expand the opportunities for student internships at newspapers and radio and television stations in the community, and continue to engage practitioners for part-time teaching as appropriate.

3. Develop, in conjunction with the College of General Studies and the Graduate School of Public Affairs Sequence

in the Mass Media program, an expanded program of services for the community; sponsor workshops in journalism, short courses to assist State and local government officials in their relations with the press, and other activities.

Linguistics Program:

1. Provide students with a basic understanding of human language and an appreciation of the social significance of language variation in relation to other aspects of culture; provide rigorous training for majors in linguistics theory and applications and offer appropriate courses for non-majors.

2. Study the need for, and feasibility of, a master's program in linguistics, perhaps with special emphasis on graduate training in linguistics for American Indians; prepare and submit a proposal to the University; also work closely with other departments to add linguistic options in master's programs which already exist.

3. Continue to provide an interdisciplinary framework where scholars in many disciplines can share their research efforts in linguistics; organize formal discussions, including lectures and symposia, to foster research; encourage applications of linguistic knowledge to mental health, early childhood education, literacy, economic planning, and other matters of public policy.

4. Work closely with other units to discuss faculty additions which may be of mutual benefit, and encourage the development of campus-wide policies and procedures which govern interdisciplinary programs and their faculty.

Women's Studies Program:

1. Prepare students for professional careers in selected fields as well as for advanced study; continue to develop new courses as appropriate, some in conjunction with other campus units; initiate opportunities for student internships in external agencies, and place increased emphasis on preparing women for government service and making them aware of any changes needed in public policy.

2. Study the desirability of initiating bachelor's and master's programs in Women's Studies.

3. Offer appropriate courses, workshops, and other services to agencies and organizations external to the University.

4. Encourage increased research on questions and issues related to Women's Studies, and disseminate new findings provided by feminist thought and methodology to the scholarly community and to the public.

5. Work closely with other campus units to discuss faculty additions which may be of mutual benefit.

College of Sciences and Mathematics
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The College of Sciences and Mathematics divides naturally into the mathematical and natural sciences. The mathematical sciences comprise computer science, mathematics, and statistics and provide for the campus as a whole appropriate quantitative language and tools. The natural sciences include atmospheric science, biology, chemistry, geology, and physics, all of which serve both undergraduate and graduate majors as well as provide appropriate courses for nonmajors.

Recent years have witnessed a rapid convergence of the tools, techniques, and modes of thought common to the sciences. These intellectual strategies provide the framework for discussion of the societal implications of technology and for analysis of some of the most critical scientific issues of our time. Undergraduate students are taught to combine a quantitative mode of thought with perspectives supplied by the sciences to the end of making rational judgments on complex scientific and societal problems. Advanced study at the graduate level in all programs provides students with the breadth and depth of scientific knowledge needed to conduct significant research, either basic or applied, and to transmit knowledge to others.

The College offers bachelor's, master's, and doctoral study in the departments of Atmospheric Science, Biology, Chemistry, Geology, Mathematics, and Physics. A bachelor's program in medical technology is also offered by the Biology Department, and the Department of Computer Science offers a master's program. In Fall 1976, 1236 upper division students were working toward a bachelor's degree in the College, 144 were enrolled in the various master's programs, and 120 were doing doctoral work.

GOALS

1. To prepare undergraduate students who are broadly educated but who possess special scientific knowledge and skills required (a) for work in industry, government, or other organizations, or (b) for advanced study in the sciences.
2. To offer a wide range of courses open to all students of the University, thereby contributing to the general education required for effective citizenship as well as careers of various types.
3. At the graduate level, to prepare students (a) for complex research or administrative positions in science-oriented business firms or private organizations, or (b) for positions in college and university teaching and research.
4. To advance knowledge in the sciences generally and disseminate the results of faculty and student research to the academic community and to the general public.
5. To work closely with other institutions, agencies, and organizations in the region to assist in the solution of complex scientific problems of concern to society.

PRIORITIES FOR ACTION

Department of Atmospheric Science:

1. Maintain an undergraduate program of high quality, with only a slight increase in the number of majors; develop additional courses as needed to contribute to a proposed minor in environmental studies.

2. Continue to improve, and build interest in, study opportunities for non-majors, emphasizing courses in The Atmosphere, Climate and Man, and The Oceans.

3. Place increased emphasis on recruitment, advisement, and placement of students: continually monitor the employment market to balance need for, and supply of, graduates; develop more internships for students with the National Weather Service and other agencies; increase the number of minority group and female students; offer summer orientation sessions and other programs to facilitate student access.

4. Continue to provide instruction of high quality at the master's and doctoral level, with enrollments remaining at approximately the present level.

5. Continue to coordinate the Department's programs and resources with those of the Atmospheric Science Research Center: encourage the teaching of undergraduate courses by ASRC personnel; pursue joint research efforts where appropriate; and continue to collaborate on personnel additions or changes.

6. Continue to encourage and facilitate research on disciplinary issues: provide appropriate space and staff support for research; expand faculty strengths in synoptic meteorology, radiation meteorology, and micro-meteorology; and continue to seek external funding for research.

7. Give increased attention to analysis of public policy issues related to pollution and other environmental problems.

8. Foster relationships with external agencies and programs: provide services to local agencies and groups in need of faculty and student assistance; and work with the National Weather Service, State Department of Conservation, State Department of Public Service, General Electric, and other public and private organizations to enable better training of students and to facilitate research.

Department of Biological Sciences:

1. Re-examine the purposes of undergraduate education in biology and the extent to which the curriculum prepares students for careers and for lifelong learning in the sciences; develop more effective means of assessing the careers of students and how those careers are benefited by the undergraduate experience; study the present curriculum and make any needed changes.

2. Develop a new course that focuses on the structure of biological macromolecules and intermolecular interactions; strengthen offerings in rudimentary metabolism, biology of viruses, photosynthesis, population genetics, and other areas; develop more effective counseling programs; examine teaching methodologies for large classes; and develop more laboratory courses to enhance learning.

3. Place increased emphasis on the contribution of the biological sciences to human affairs, both within existing courses and in new course planning; give special attention to such topics as population biology, food supply, learning and development, and health problems of technological origin.

4. Encourage all University students to study the sciences, given the central role of such study to an adequate understanding of the roots, conflicts, means, and goals of society and its government; make additional courses available to non-majors.

5. Attract students of high quality to the Ph.D. program; publicize more broadly the quality of the Ph.D. program and increase the number of assistantships available; maintain relatively stable enrollments in the master's program.

6. Continue to strengthen the research activities conducted within the department; attract research-oriented junior faculty; give increasing attention to research in genetics, nervous system development, plant science, structure of biological macromolecules, and other selected areas; continue to seek inside and outside funding for research, for graduate student support, and for equipment, supplies, and clerical support.

7. Develop increased interactions with other faculties and institutions in the area in order to enhance the strength of graduate programs; and pursue joint research projects with other institutions as appropriate.

8. Continue to foster study of the nervous system through the Neurobiology Research Center; disseminate the results of research broadly; assist in the training of graduate students; and develop increased interactions with neighboring institutions to broaden the scope of research conducted by the Center.

Department of Chemistry:

1. Offer a comprehensive professional program encompassing those areas of chemistry broadly defined as organic, inorganic, physical, and biochemistry; continue to make curriculum changes as necessary to achieve the goals of the program.

2. Ensure that graduates have a firm grasp of the fundamentals of the physical sciences and mathematics and are able to apply this expertise to further add to the knowledge of chemistry and related disciplines.

3. Increase the number and quality of M.S. and Ph.D. students through increased recruitment efforts.

4. Periodically monitor the placement of all graduates to insure continuing success.

5. Encourage research on the part of faculty and students: increase the level of external funding; recruit junior faculty who show promising research potential; obtain additional resources for equipment, supplies, and clerical support; and involve students in research efforts to enhance learning.

6. Give increased attention to research on problems of energy, health, food, and mineral resources, environmental control and analysis, and to discovery of the material and technological knowledge required for an industrialized society.

7. Develop additional interactions with neighboring research facilities in order to enhance overall program effectiveness.

8. Build additional faculty strength in laser induced spectroscopy/kinetics, nucleic acid synthesis, inorganic chemistry, and natural product synthesis.

Department of Computer Science:

1. Re-examine the purposes of the undergraduate program and make needed changes in curriculum and courses; consider establishing a major in computer science to accompany the present interdisciplinary major; and seek ways to insure that graduates are prepared adequately for graduate study in the field as well as for professional careers.

2. Explore additional ways by which the Department can serve the needs of other units on campus for courses in computer science; develop increased interactions with other units to assure better integration of course offerings.

3. Make the master's program more accessible to part-time students by offering courses at more convenient hours.

4. Study the feasibility of offering a doctoral program in computer science; research the need for such a program, cost, faculty capabilities, and other factors as appropriate; and prepare a proposal for consideration by the appropriate campus-wide governance body and the administration.

5. Develop additional faculty strengths in computational complexity and in data base analysis; increase the emphasis placed on both basic and applied research, giving increased attention to the contributions which can be made to the analysis of public policy issues.

6. Broaden interations with local private and public organizations to enhance student learning and to facilitate research activities of faculty.

Department of Geological Sciences:

1. At the undergraduate level, produce an increasing number of professional geologists who have the capacity to address resource and environmental problems in the region, nation, and world; attempt to double the present number of undergraduate majors.

2. Continue to offer Plant Earth, Environmetal Geology, and other courses of interest to non-majors; participate in development of the new The Oceans course with Atmospheric Science and Biology; and continue to encourage a broad understanding of the sciences by undergraduate students.

3. At the graduate level, continue the strong emphasis on plate tectonic applications to geological problems; increase graduate enrollments by approximately 50 percent; and seek additional assistantships to support graduate students of high quality.

4. Continue to encourage and facilitate research, maintaining the Department's recognized position of national leadership in the discipline; update and increase laboratory space and equipment and add technical support personnel, using external funding to the extent possible; increase the emphasis on research related to high petroleum production potential in off-shore areas.

5. Expand faculty strength in the area of geophysics, thereby broadening disciplinary coverage at the graduate level and enabling increased research in the area.

6. Increase interactions with the New York State Geological Survey and other agencies and organizations in the region.

7. Continue to disseminate the results of research activities to the academic community and to the general public.

Department of Mathematics:

1. At the undergraduate level, continue to provide student majors with a broad program while also training for specific careers; develop and implement curricular changes which provide greater structure and depth of learning to undergraduates; offer concentrations in statistics, applied mathematics, and actuarial science to majors; implement the revised honors program for superior students.

2. Broaden the Department's offerings for non-majors, emphasizing statistics, linear programming, game theory, matrix algebra, and finite mathematics; continue to serve the needs of other campus units for such offerings.

3. At the master's level, continue to offer three options for students – statistics (newly developed), teaching, and general; consider adding a fourth option in actuarial science; increase enrollments in the master's programs during the next three years.

4. Strengthen the doctoral program by attracting additional students of high quality; encourage faculty-student interactions in research; increase the number and dollar value of assistantships available to doctoral students.

5. Build on existing faculty strengths in algebra and algebraic geometry, complex analysis, differential topology, functional analysis and probability theory with the goal of achieving national leadership in the discipline; attempt to develop comparable strength in statistics; attract additional research-oriented faculty; support leaves of faculty to other universities and visiting lecturers on this campus.

6. Continue to encourage research on disciplinary questions and problems; seek improvement in library facilities and in office space; study the need for additional computer terminals to support the work of faculty.

Department of Physics:

1. Explore possible changes in, or expansions of, the undergraduate programs, such as initiation of an honors program and introduction of a Bachelor of Arts degree.

2. Make any needed changes in the graduate program, such as provision of special topics courses on a more regular basis; consider initiating a requirement that Ph.D. students in theory conduct mini-research projects in experimental areas and vice versa.

3. Increase impact of the undergraduate programs by reaching more students; provide majors with appropriate career counseling and encourage students planning careers in professional fields to take undergraduate work in physics; provide appropriate courses for non-majors and participate actively in orientation programs for freshmen.

4. Increase efforts to attract graduate students of high quality; publicize the unique components of the program;

and increase the amount and number of stipends available for graduate students from internal and external funds.

5. Continue to support the major areas of physics necessary for a university program and nurture the strength of those programs which have already achieved international distinction; develop a special thrust by establishing a high quality research and educational program in particle-solid interactions; and build faculty strength in material physics to augment the program in solid state physics.

6. Continue to encourage and facilitate research: establish a departmental committee on external funding, and seek external funding for research, emphasizing the area of particle-solid interactions; involve students in research programs to the extent possible; and work with the Research Foundation to facilitate research more effectively.

7. Encourage faculty contributions to community needs: initiate meaningful interaction with the legislature and regulatory agencies; make courses more accessible to area residents; involve community resources and personnel in teaching; give presentations to local groups; and foster cooperation among the local physics community, especially high school and college teachers.

8. Increase collaborations with other institutions by developing cooperative programs with other SUNY units, hosting symposia on timely topics, and pursuing joint research efforts with other organizations and agencies.

College of Social and Behavioral Sciences
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The College of Social and Behavioral Sciences offers programs which afford the student opportunities to study various historical and contemporary perspectives of human behavior in society. Undergraduate students are encouraged to learn broadly, to gain an integrated perspective of the cultural, political, economic, and social components of societies, and to understand the processes, complexities, and consequences of change. At the same time, students learn deeply in a field of their own choosing and are prepared for various professional careers or for advanced study. The disciplines contained in the College are oriented by the realities of persons in their social context, and the methods, skills, and habits of the disciplines are central to a liberal education.

Work at the graduate level provides students with the advanced knowledge and skills needed for teaching and research positions and for analytic and managerial roles in the private and public sector. Graduate students are provided extensive opportunities to gain valuable teaching and research experience during the course of their specialized programs. Undergraduates benefit also, first by the quality of instruction received from faculty who are actively involved in graduate instruction and research; second, by the availability of graduate courses open to talented seniors.

The College as a whole is seeking to improve all its programs, while placing increased emphasis on broader community-University interactions. This trend is especially evident in the increasing number of research activities which are focused on public policy analysis, a vital element of the mission of the campus. Students are being engaged in this venture in various ways (e.g., internships, research projects), as are various external agencies and organizations.

At present, the College offers baccalaureate and master's degree programs in African and Afro-American Studies, Anthropology, Economics, Geography, History, Psychology, Social Studies, and Sociology. Undergraduates may also major in Puerto Rican Studies, Asian Studies or Russian and East European Studies. Five Ph.D. programs are offered: Anthropology, Economics, History, Psychology, and Sociology.

In Fall 1976, 1480 students were majoring in undergraduate programs offered by the College, 149 were working toward a master's degree, and 147 were pursuing studies at the doctoral level.

GOALS

1. To provide undergraduate student majors with a general understanding of societal, institutional, and individual behavior, as well as specific knowledge and skills needed for professional careers and advanced study.
2. To develop graduate students who are capable of college and university teaching and of assuming research roles in the public or private sector.
3. To conduct theoretical and applied research on questions of concern to society, with increasing emphasis on public policy research and analysis.
4. To participate actively in the life of the community, through interactions with various agencies and organizations, continuing education offerings, and other means.

PRIORITIES FOR ACTION

Department of African/Afro-American Studies:

1. Provide student majors with the knowledge and skills required for advanced study or for professional careers in teaching, counseling, social services, and in other agencies and organizations; give special attention to the academic and personal counseling needs of students; and continue to monitor the placement success of graduates.
2. Emphasize the need for multi-cultural studies to all University students; and offer appropriate courses and other study opportunities to non-majors.
3. Continue to implement the revised undergraduate curriculum; revise existing courses; and develop new departmental and interdisciplinary courses for both majors and non-majors.
4. At the graduate level, consider adding an advanced research course in lieu of the master's thesis; add a new course in Black Urban History; make other curriculum changes as appropriate; and continue to seek external and internal sources of funds to support graduate students.
5. Place increasing emphasis on research and scholarly activity; study the feasibility of a Center for Multi-Cultural Studies and Research; organize conferences and seminars to discuss research needs and opportunities; and seek increased external support for research.

6. Continue to provide assistance and services to external agencies and organizations; arrange more student internships; and offer courses and workshops for area residents.

Department of Anthropology:

1. Equip undergraduate majors with the knowledge and skills needed for advanced study in anthropology or for advanced professional training in medical, legal, and other fields; continue to require study in archaeology, physical anthropology, linguistics, and ethnology; develop and implement core courses in each of these areas, giving special attention to ethnology; consider implementing an honors program for undergraduates; and develop and implement improved methods of teacher evaluation.

2. At the graduate level, test and refine recent changes made in the master's program; evaluate the effectiveness of the new course sequence which parallels the general program and emphasizes specialized career or academic training; assess also the results of new subdisciplinary course requirements in the master's program.

3. Maintain a Ph.D. program of high quality; increase Ph.D. enrollments only slightly beyond the present level; and increase student participation in departmental research efforts.

4. Encourage and facilitate faculty and student research; seek new ways to reward those faculty heavily engaged in research; continue major thrusts in linguistics, physical anthropology and ethnology in Mesoamerica; expand research efforts in Mesoamerican archaeology and in Northeastern North America archaeology, linguistics, and ethnology; and strengthen ethnological research in complex societies.

5. Continue to develop the Institute for Mesoamerican Studies to facilitate research and scholarly activity in the Mesoamerican specialization.

6. Work with University officers to increase the research and storage space available to the Department, and to improve policies and procedures related to personnel recruitment, physical plant modifications, faculty workloads, retirement, duplication of materials, and travel funding.

7. Expand faculty strengths in ethnology (Northeastern), physical anthropology, archaeology, and in the general area of complex societies as soon as possible; and continue the Department's history of progress toward a position of national leadership in the discipline.

Department of Economics:

1. At the undergraduate level, continue to evaluate and make necessary changes in curricula and courses; expand upper division courses as needed to satisfy enrollment demands; implement the recently developed Honors Program; and continue to offer appropriate courses for non-majors.

2. At the master's level, continue to solicit internships for students in state agencies; provide graduate offerings to students in other departments; publicize the program and seek more part-time enrollees among state employees.

3. Augment current Ph.D. offerings in several applied fields; increase recruitment efforts to attract students of high quality; and increase the teaching opportunities for Ph.D. students.

4. Place increased emphasis on faculty and student research in all areas, but give special attention to analysis of public policy issues when appropriate; recruit strong research-oriented faculty; and seek increased external support for research activities.

5. Increase interactions with other campus units, especially the Graduate School of Public Affairs and the Schools of Business, Criminal Justice, Education, and Social Welfare; pursue joint research efforts; and jointly plan courses and workshops where appropriate.

6. Develop relations with state agencies and other organizations, by arranging formal conferences, one-day institutes, special short courses, and other activities.

7. Work with University officers to obtain increased secretarial assistance and support for travel and other expenses.

Department of Geography:

1. Provide undergraduate students with a general education in geography and with the necessary knowledge and skills for employment in selected fields; develop lists of employment opportunities and advise students as to possible careers; and develop more internship opportunities for students.

2. Continue to implement recent changes in the undergraduate program, including elimination of some courses and integration of others; reduce the number of undergraduate courses in physical geography and regional studies, while increasing the emphasis on urban and regional planning, cartography and remote sensing; develop new courses as appropriate.

3. At the master's level, continue the concentrations in urban geography, resource utilization, regional studies, and geographic techniques (cartography, remote sensing, computer and quantitative applications); eliminate all graduate courses in physical geography and reduce the emphasis on regional studies; give increased and primary emphasis to urban and land-use planning, geographic techniques, resource management, and energy systems.

4. Encourage and facilitate both basic and applied research on significant issues and questions, emphasizing urban geography, urban and regional planning, resource utilization, and geographic techniques; disseminate research findings broadly to the academic community, to local and state officials, and to the general public; seek increased external funding for research.

5. Establish a Cartographic Remote Sensing Laboratory to facilitate research, project applications, and training and to provide needed services to various local and state agencies (Capital District Planning Commission, New York Economic Development Commission, Albany Institute of History and Art, and others); seek both external and internal funding to support the Laboratory.

6. Continue to provide a variety of services to the community, including courses for part-time evening students, short courses and workshops, technical assistance to agencies, and other activities.

7. Build on existing strengths and expand faculty capabilities in resource management and computer applications.

8. Seek to increase the laboratory space and equipment available to the Department, to enlarge the number of assistantships for graduate students, and to obtain additional secretarial support.

Department of History:

1. Continue to implement recent changes in the undergraduate program aimed at giving majors a core program of depth and breadth; involve students in research projects; encourage majors to complete a minor field, thus adding to employment capabilities; and identify additional programmatic changes which may be needed at the undergraduate level.

2. Give increased attention to the needs of non-majors; offer increased study opportunities and encourage all University students to develop an historical perspective of the cultural, political, legal, scientific, and social components of societies; and seek approval for experimental lecture courses to improve the effectiveness of instruction.

3. At the graduate level, develop and implement revisions in the master's program, including the adoption of sequences to prepare students for advanced work as well as for career opportunities in teaching and other fields; study the feasibility of a master's sequence focusing on the administration of agencies which are responsible for historical records and projects; continue to recruit students of high quality and seek additional stipend support for graduate students.

4. Continue to build faculty strength in United States and European history, emphasizing social and intellectual history of the 19th and 20th centuries, with special attention to legal-constitutional history (U.S.) and German and Russian history.

5. Increase the emphasis placed on research and scholarly activity; seek to attract additional support for research assistants, library materials, and computer time from internal and external sources; develop vehicles for facilitating intellectual exchanges with other campus units and with external individuals and organizations; and develop appropriate workload policies to encourage research and teaching of high quality.

6. Continue to interact with the Albany Institute of History and Art, the Albany Bureau of Cultural Affairs, and other groups and organizations; and develop appropriate internships for students in the community.

7. Seek increased funding for audio-visual and other classroom support materials and for classroom facilities for special purposes.

Department of Psychology:

1. Strengthen the undergraduate program by adding courses in subjects not now covered by the Department (e.g., Group Dynamics, Comparative Psychology, Industrial Psychology and Human Factors); also seek to expose undergraduates more fully to laboratory work in preparation for advanced study in learning, perception, motivation, and psycho-pharmacology.

2. Continue to evaluate the effectiveness of graduate programs; continue re-

cruitment efforts to maintain past success in attracting Ph.D. applicants of high quality; and increase the number of graduate students enrolled as soon as additional space can be made available by the University.

3. Maintain a strong program in experimental psychology, building additional strength in statistics and experimental design, child psychology, human factors, and industrial psychology.

4. Increase the emphasis placed on social psychology by the Department; build strength in the power and influence component of this program, emphasizing the areas of leadership, bargaining and negotiation, persuasion and behavior change, coalition formation, attitude theory, and social motivation; seek support to resume the Albany Symposium on Power and Influence; and give increased attention to the analysis of public policy decision processes as a special focus of the social psychology program.

5. Continue to improve the program in clinical psychology; develop closer ties with the Capital District Psychiatric Center and other agencies to provide clinical experiences for students; develop resource teams to operate in the natural context of these agencies, thereby providing services to the community as well as enhancing the learning of students; and seek certification of the program by the American Psychological Association.

6. Continue to encourage and facilitate research in power and influence, social processes, alcoholism, psychophysics and human performance, animal models of psychopathology, and other areas; adjust faculty workloads as appropriate to encourage increased research; and continue the departmental colloquium series to stimulate interest by faculty and students in research issues.

7. Expand faculty strengths, especially in the social psychology and clinical programs; acquire increased secretarial support and additional space for research and instructional laboratories; and seek additional support for equipment and supplies to facilitate research and to meet the projected enrollment increase in the Department's programs.

Department of Puerto Rican Studies:

1. Provide student majors with the knowledge and skills needed for advanced study or for careers; emphasize the need for multi-cultural studies to all University students; and offer appropriate courses and other study opportunities to non-majors.

2. Continue to offer instruction focusing on (a) Puerto Ricans as a minority group in the U.S., (b) the relation of Puerto Rico to the Caribbean, Latin America, and the U.S., and (c) bilingual education; develop an additional instructional area focusing on comparative cross-cultural studies of minority groups.

3. Encourage students to obtain work experience prior to graduation; develop field experiences with appropriate external agencies and organizations; and continue to monitor the placement success of graduates.

4. Increase the emphasis placed on research and scholarly activity; continue and expand research on the cultural

and historical experience of Puerto Ricans; increase community-oriented research, and inquiry focused on comparative and cross-cultural studies of minority groups; and seek increased external funding for research in all areas.

5. Continue to seek additional teaching resources for the Department in order to expand the number of courses offered; and work with other campus units to develop joint course offerings and to encourage collaborative research efforts.

Department of Sociology:

1. Continue to assess the effectiveness of the new undergraduate curriculum initiated in 1975-76; increase the number of small discussion sections available to undergraduates; implement more effective advisement procedures; develop better information on career plans and experiences of undergraduate majors, and use such information to monitor the curriculum needs of the program.

2. Continue to offer study opportunities for non-majors and develop new courses as appropriate.

3. At the graduate level, consolidate existing program efforts into a major emphasis in social organization, with supporting concentrations in social psychology and research methods; increase recruitment efforts to attract Ph.D. applicants of high quality; and give special attention to the research requirement for doctoral candidates, making appropriate changes as necessary.

4. Increase the research activity and funding resources of the Department; further develop the Tri-City area survey, thus providing longitudinal data to researchers, regional planners, and policy-makers; convene departmental seminars on strategies for obtaining grants and contracts and on current and future research needs in sociology; and publicize the research of the Department to external community groups and funding agencies.

5. Continue and expand interactions with external agencies and organizations in the region, including the State Department of Mental Hygiene, Capital District Psychiatric Center, State Department of Health, and others; initiate dialogue between researchers and local practitioners to identify issues and needs for the Tri-City area, the region, and the state; and increase the amount of research and consultative efforts directed toward such needs.

Asian Studies Program:

1. Continue to strengthen the interdisciplinary major and second field which enables undergraduates to study three of the world's major civilizations – South Asian, Chinese, and Japanese.

2. Work with the Chinese Studies program and with departments which offer courses on Asia to insure better integration of offerings; seek to expand the course offerings available on Japan and Southeast Asia; and continue the annual one-day program on Asia for high school teachers and students.

3. Encourage research on Asia to enable better understanding of societal problems (e.g., hunger) which are present throughout the world today.

Social Studies - Teacher Education Program:

1. In cooperation with the School of Education, continue to provide teacher education training in the social sciences to undergraduate and master's students; reduce enrollments to a level compatible with the demand for secondary school teachers; and help develop and implement appropriate admissions criteria for the programs.

2. Make appropriate changes in the undergraduate and master's curricula in order to implement competency-based teacher education programs.

3. Develop and implement a new non-certification master's sequence which provides an interdisciplinary degree program in the social sciences to the community; encourage the enrollment of part-time students; and develop appropriate mechanisms for publicizing the program to area residents.

Russian and East European Studies Program:

1. Continue to strengthen this interdisciplinary major and second field which enables undergraduates to concentrate either in language and literature or in history and civilization.

2. Work with the Slavic Languages and Literature Department and with the History Department to develop integrated course offerings for students and to ensure coordination of counseling activities; and determine the most appropriate form of organization for administering the program in the future.

3. Encourage research on Russian and East European cultures to enable better understanding of the economic, social, and political dimensions of those societies.

School of Business
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The School of Business offers degree programs at the undergraduate and graduate levels which prepare students to enter managerial and professional careers. All programs are accredited by the American Assembly of Collegiate Schools of Business.

At the undergraduate level, the School offers Bachelor of Science degrees in Accounting and in Business Administration. Admission to the school at the undergraduate level is by formal application and is open to the best qualified students who have completed 56 or more credits applicable to the degree and at least 15 out of 18 credits of designated business and economics core courses. Despite heavy admissions pressures from sophomores already enrolled at The University at Albany, the school reserves a substantial fraction of its positions for transfer students.

Two accounting programs prepare students for careers in professional accounting: (1) the Accounting Major, open to juniors entering the School of Business, and (2) the Departmental Program in

accounting, a very selective program open only to a small number of freshmen. Both programs are certified by New York State to meet the educational requirements to become a Certified Public Accountant.

The undergraduate program in Business Administration offers a generalist orientation to the functional areas of business and to the disciplines which underlie the field. In addition, concentrations providing an opportunity for more depth are offered in the areas of general management, management science, marketing, and finance.

At the graduate level, the school offers a Master of Business Administration degree and Master of Science with a major in Accounting. The M.B.A. is a two year program open primarily to students whose undergraduate preparation is in fields other than business. A combined B.S./M.B.A. program (five-year Preprofessional Program) is available to selected undergraduate students. The M.S. program is available as a one year program for students with undergraduate degrees in accounting, or a two year program for students with undergraduate degrees in other fields. The M.B.A. and M.S. programs are available on a full- or part-time basis.

In Fall 1976, 539 students were enrolled as majors in the B.S. program in Accounting and 525 as majors in the B.S. program in Business Administration. At the graduate level, there were 164 majors in the M.B.A. program and 81 in the M.S. program in Accounting.

GOALS

1. To educate managers and accountants who possess professional knowledge and skills and who appreciate the human and social responsibilities associated with managerial roles.
2. To encourage in students a breath of vision and an enthusiasm for continuing learning and self-development throughout their careers.
3. To conduct research on questions of consequence to other scholars and practitioners of management and accounting, thereby improving both understanding and practice.
4. To develop and apply business skills and techniques to the management of a broad range of organizations and institutions, including non-profit organizations, emphasizing public policy analysis where appropriate.
5. To preserve and nurture strong undergraduate programs in Business Administration and Accounting, while gradually increasing the emphasis placed on professional studies at the graduate level.

PRIORITIES FOR ACTION

1. Continue efforts to improve the research climate in the School and to increase resources for the support of scholarly activities.
   a. Increase the amount of faculty time devoted to both basic and applied research, by more careful management of faculty workload.
   b. Increase the amount of clerical, travel, computer, and other support for research and expand efforts to raise external funds for such purposes.
2. Gradually reduce undergraduate enrollments while increasing the number of students in graduate programs.
   a. Encourage those undergraduate students interested in professional careers to pursue broad, general programs in the arts and sciences, fol-

lowed by master's level work in the School of Business.

b. In conjunction with University officers, re-evaluate the appropriate size for the School of Business as the University approaches a period of steady-state enrollments.

3. Develop centers of excellence and intellectual depth within the School:
   a. Build on existing strengths in municipal finance, financial data analysis, marketing research and information systems, manpower planning, decision analysis, and management information systems, while continuing to support all areas of knowledge essential for careers in business and management.
   b. Give increasing attention to developing programs in new areas such as the management of cultural institutions and small business management.
   c. Develop additional faculty and program strengths in specialized areas where appropriate.

4. Encourage service by faculty and students to the private and public sectors, with continuing attention to the integration of teaching, research, and service activities.
   a. Continue and strengthen the field project activities of graduate students, both to enrich the educational experience and to provide services to private and public organizations.
   b. Through the Regional Advancement Service and other means, facilitate application of the School's expertise to business and economic problems in the local area.
   c. Increase the number of seminars, short courses, and workshops offered for practitioners in the community.

5. Increase cooperative teaching and research relations with other campus units by actions such as the following:
   a. Offer joint and shared-resource courses with other professional schools and units in the arts and sciences to make maximum use of resources.
   b. Continue cooperative efforts with the Economics Department to develop business fields within the Ph.D. in Economics.
   c. Pursue joint research projects with faculty from other units where the School's skills can be meaningfully utilized.
   d. Develop appropriate relationships with the new Center for Governmental Research and Services in order to strengthen the School's efforts in public policy analysis.
   e. Work with other campus units to determine how the School can best serve the needs of students who wish to pursue a minor or second field in Business Administration.

6. Re-examine the total educational experience of undergraduate students and better integrate the business and non-business elements of the curriculum.

School of Criminal Justice
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The School of Criminal Justice is concerned with the study of all aspects of crime and society's responses to crime. Considered are the social or personal patterns that produce or define crime, cases of concern to criminal justice agencies, and the organization and operation of the crime control and rehabilitation systems (police, prosecution, courts, correction and rehabilitation agencies, and the special purpose control agencies). Criminal justice systems are studied as entities, with emphasis on the relationships between the elements of the system.

Graduates fill the increasing demand for persons qualified to do research on and to teach about crime and the criminal justice system, and also find positions in all of the operating agencies of the system. Some prefer line responsibilities, and others staff positions, either in the agencies themselves or with federal officials, governors, mayors, and others having frequent contact with elements of the criminal justice system. Some private agencies also have need of persons trained in the operation of the criminal justice system.

The School of Criminal Justice offers graduate programs leading to the degrees of Master of Arts and Doctor of Philosophy. The program at Albany is widely recognized as the strongest of its kind in the United States.

In Fall 1976, 52 students were enrolled in the master's program, and 92 were pursuing work at the doctoral level.

GOALS

1. To provide instructional programs at the doctoral, masters, and undergraduate levels, with particular emphasis on the doctoral program.
2. To conduct research in areas relevant to criminal justice.
3. To work closely with individuals and organizations at local, state and national levels and contribute to their ability to cope with issues of criminal justice.

PRIORITIES FOR ACTION

1. Relate the doctoral programs of the School more fully to other programs on campus in order to maximize a multi-disciplinary view of criminal justice issues:
   a. Develop joint courses with other units.
   b. Increase the number of faculty members from other units who serve on dissertation committees within the School.
   c. Develop more collaborative research efforts with other scholars on campus.
   d. Develop a post-doctoral program at the School for scholars from disciplines such as economics, philosophy, and history, in order to encourage new perspectives on criminal justice problems.
2. Re-examine the recruitment and advisement programs for doctoral students:
   a. Continue nationwide recruiting efforts to attract students of the highest quality possible.
   b. Place special emphasis on increasing the number of minority students in both the Ph.D. and M.A. programs.

c. Increase advisement efforts for doctoral students, including greater attention to the total educational history of students to insure that they have the broad knowledge base required for advanced study.
d. Develop means to insure that all students have some type of appropriate and direct experience with the criminal justice system prior to completing the program.

3. Re-examine the focus and structure of the M.A. program:
   a. Increase the opportunities for practitioners, volunteers, and others involved with criminal justice agencies to pursue master's level work.
   b. Determine how waivers of courses can be structured to meet the needs of students who have previously taken criminal justice courses in other programs.

4. Study the possibility of developing a degree program beyond the M.A. in order to meet the needs for persons who possess teaching and research skills but who do not require a Ph.D. degree.

5. Continue to offer a limited number of undergraduate courses to meet the needs of students in other fields:
   a. Experiment with some expansion of undergraduate offerings to serve the needs of students who wish to gain knowledge of the criminal justice system.
   b. Encourage interested undergraduate students to pursue interdisciplinary majors if they wish to study the field extensively.
   c. Provide teaching opportunities for graduate students in order to enhance their preparation for careers.

6. Facilitate the conduct of theoretical and applied research by faculty and students:
   a. Continue to seek and secure external support for research and provide opportunities for students to participate in those research efforts.
   b. Expand the School's research efforts, emphasizing the analysis of public policy issues related to crime and the administration of justice and scholarly work of theoretical importance.
   c. Study ways by which practitioners could spend a year in residence with faculty to pursue special research interests and/or take courses for enrichment purposes.
   d. Improve the accessibility of library resources to faculty and students in the School.

7. Disseminate knowledge to the public and foster discussion of important societal issues:
   a. Continue to publish the results of research and scholarly inquiry in books, journal articles, monographs, technical reports, and other forms.
   b. Bring leading national authorities to campus for discussion of crucial issues (e.g., the death penalty).
   c. Experiment with various types of seminars so that practitioners in the criminal justice system can be brought more frequently to the campus.

8. In cooperation with University officers, re-evaluate the appropriate size of the School and level of resources needed to maintain its current position of national leadership:
   a. Study ways by which the number of Ph.D. students can be increased slightly to meet societal needs with

a concomitant increase in faculty resources.

b. Determine how the amount of financial support for graduate students can be increased in order to provide more competitive stipends.

c. Establish the School in suitable and permanent quarters.

School of Education
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The School of Education offers graduate programs leading to the degrees of Master of Arts, Master of Science, the University Certificate of Specialist, Doctor of Education, and Doctor of Philosophy. Students entering the undergraduate teacher education program work toward the Bachelor of Science or Bachelor of Arts degree, both designed primarily for teaching in the secondary school. These undergraduate programs lead to provisional certification upon graduation, and subject specialties are: Biology, Business Education, Chemistry, Earth Science, English, French, German, History, Italian, Latin, Mathematics, Physics, Russian, Social Studies, and Spanish.

The School comprises the following departments: Educational Policy, Programs and Institutions; Educational Psychology and Statistics; Counseling and Personnel Services; Teacher Education; Reading; and Physical Education. The School also includes a number of centers for research and clinical training which provide services to the community and field experiences for students.

In addition to its strong emphasis on teaching, the School is engaged in a variety of research and community service activities. Faculty and students together attempt to pursue knowledge which can facilitate the processes of education both in the narrow and immediate sense and in terms of long-range contributions.

In Fall of 1976, 850 students were enrolled in the master's programs offered by the School, and 350 were working toward the doctorate. In addition, 640 undergraduate students were enrolled in teacher education programs coordinated with departments in the liberal arts and sciences.

GOALS

1. To prepare professional educators who have been given a broad background in the liberal arts and sciences, as well as training which will lead to excellence as educators in the school systems of New York and other states.

2. To conduct both basic and applied research aimed at better understanding of (a) the fundamental aims of education; (b) principles underlying the teaching-learning process; (c) educational problems and questions; and (d) programs of evaluation and accountability which can be used by schools and agencies.

3. To increase the School's emphasis on analysis of public policy issues in education and related areas.

4. To serve agencies and organizations in the local area by disseminating research results, offering programs of clinical activity and outreach, offering

continuing education opportunities, and providing technical assistance on problems of concern.

PRIORITIES FOR ACTION

Educational Policy, Programs, and Institutions:

1. Continue the work already underway to integrate the four major units recently brought together to form this new department: Educational Administration; Educational Communications; Educational Foundations, and Curriculum and Instruction.
2. Continue to prepare educators for the local area and region, while developing new placement opportunities in government, industry, and other organizations, here and abroad.
3. Assess the curricula and courses now offered by the Department to clarify objectives, content, and methods, seeking to eliminate redundancy and to achieve greater coherency in course offerings.
4. Place increased emphasis on curricular development in policy analysis, bilingual education, and other areas appropriate to the mission of the new Department.
5. Develop and maintain relations with other campus units, other SUNY campuses, and with the State Education Department to offer increased instructional and research opportunities in educational policy.
6. Give increased attention to international education in the curriculum and in special programs offered to educators from abroad.
7. Increase the number of minority group and international students who enroll in the Department's programs.
8. Develop more effective ways to facilitate both basic and applied research activities, giving increased attention to research on educational policy of concern to state and local government.
9. Expand the Department's efforts in disseminating knowledge, through continuing education programs, outreach activities, public speaking, and service to state agencies and other organizations.
10. Establish a Research Institute on Educational Policy and Politics to (a) stimulate research on policy issues; (b) serve as a resource for New York State government; and (c) serve as a training ground for students; and develop appropriate means of coordination with the new Center for Government Research and Services.

Department of Educational Psychology and Statistics:

1. Maintain current course and program offerings at the undergraduate and graduate levels, but continually monitor their effectiveness to determine needed improvements and, at the undergraduate level, to determine the Department's appropriate role in teacher education.
2. Develop a doctoral program option in psycho-educational services to be planned as an extension of the present programs in school psychology and special education.
3. Increase interactions with the Albany Medical College so that doctoral students may work with medical school

faculty, and medical students may work with the Department's faculty in order to share knowledge about physical and mental disorders.

4. In cooperation with other departments in the School, consider initiating (a) a doctoral program in instructional psychology; (b) a major center for continuing education and advanced study in school psychological services; and (c) a doctoral program option in evaluation, in order to expand the range of educational opportunities available to students and area residents.

5. Continue to encourage research on a wide variety of significant issues, but give increased attention to research on problems related to public policy formation.

6. Improve the services offered to students and faculty through the Department's Test Library and its Statistical Laboratory.

7. Work with other departments to redesign some existing courses and propose new courses appropriate to the new directions of the School of Education.

Department of Reading:

1. Increase the emphasis on faculty and student research; increase substantially the level of external funding for research projects conducted individually and through the new Center for Reading and Language Study.

2. Continue to conduct theoretical and applied studies in psycholinguistic and sociolinguistic aspects of reading; test development and research in comprehension; supervision and memory processes in good and poor readers; reading miscue analysis; adult reading processes; measurement and evaluation of reading; adolescent reading processes; and information processing by the deaf.

3. At the doctorate level, (a) maintain present Ed.D. program, with increased emphasis on student mastery of research techniques; (b) participate with colleagues from other departments in the development of a Ph.D. program, and (c) increase the number of advanced courses appropriate to the proposed Ph.D. program.

4. At the master's level, develop and implement new program specializations for bilingual education and adult education.

5. At the 60-hour (certificate) level, develop and implement new program specializations for adult education, for teaching reading in the secondary schools, and for teaching children with special handicapping conditions.

6. Continue to work with other departments to develop new courses, and with the State Education Department to develop appropriate programs to meet or exceed new certification requirements.

7. In cooperation with appropriate state and local educational agencies, contribute to the setting and monitoring of policies related to reading instruction in traditional and non-traditional settings.

8. Continue to work closely with, and provide appropriate services to, groups and organizations such as reading associations, the Bureau of Reading, and Right-to-Read.

Counseling and Personnel Services:

1. Strengthen the master's and certificate programs by developing new electives, establishing more internship options, and developing joint courses for students in these programs.
2. Re-orient the doctoral program from counselor education and student personnel to counseling psychology and prepare students to (a) carry out research and other scholarly work; (b) apply clinical knowledge and skill; (c) analyze public policy as it relates to human services, and (d) serve as counselor educators; also develop doctorate to meet special needs, for example, the administration of student personnel services in higher education.
3. Concentrate the research and service efforts of the Department in two primary areas: (a) programs concerned with pressing social and personal needs (e.g., effects of stress, the disabled, lack of vocational preparation, alienation of young people, effects of rapid social and technological change on human development), and (b) analysis of public policies which relate to effectiveness of social institutions and to individual opportunities for personal development.
4. Consider establishing a human development research and education center to facilitate faculty and student research and to provide a closely supervised setting for clinical activities.
5. Disseminate knowledge to various groups and agencies in order to assist in the development of appropriate policies and programs for human service in the community; serve on advisory boards; be active consultants, and expand in-service education of professionals.
6. Continue to recruit minority and female students for the doctoral program.
7. Continue to work closely with the Department of Health, Education, and Welfare; Rehabilitation Services Administration; Office of Vocational Rehabilitation; Commission for the Visually Handicapped; Department of Mental Hygience; County Mental Health Center, and other agencies or organizations.

Department of Teacher Education:

1. In conjunction with other campus units and appropriate external agencies, redesign the undergraduate educational experience within a competency-based format and provide more extensive field experience earlier in the program.
2. Develop new major and minor doctoral specializations for the recently adopted School-wide doctoral program.
3. Study ways to align better the General Professional, Bilingual, and Teaching English as a Second Language master's programs with the Advanced Classroom Teaching programs; also consider developing a 60-hour certificate program in classroom teaching.
4. Continue to work with the State Education Department and other agencies to determine competency-based certification requirements for the various areas of undergraduate teacher education.
5. Develop and implement new admissions criteria as necessary, within a framework of reduced undergraduate majors and competency-based certification.

6. Study the need for a sixth-year certificate program to serve the needs of teachers who wish to study beyond the master's degree.

7. Develop new approaches to in-service education, both on and off the campus.

8. Intensify the Department's efforts in theoretical and applied research, giving increased emphasis to policy issues faced by the State Education Department and other state agencies; recruit research-oriented faculty when vacancies occur.

9. Explore possible modifications in the residency requirement for the doctoral degree and other changes needed to foster better access to graduate programs.

Department of Physical Education:

1. Continue to offer instruction in physical education with emphasis on those activities which have the potential for lifelong participation or for furthering career opportunities (e.g., coaching, officiating).

2. Seek ways to make courses more available to freshmen students, as well as ways to offer instruction in areas not now covered (e .g., weight training, rock climbing, courses for the handicapped).

3. Study the feasibility of offering selected courses for credit at the master's level.

4. Resolve the issue of appropriate workloads for faculty who have both teaching and coaching responsibilities.

5. Develop means for overcoming the shortage of facilities now available to the Department of Physical Education.

Center for Research:

1. Maintain at a high level the number of research proposals submitted to federal and state agencies and to private foundations for funding; prepare such proposals internally or in conjunction with other units on and off campus.

2. Provide expertise to faculty and students in evaluation techniques, experimental design, development of research instruments, validation of measurement techniques, and data analysis.

3. Provide research and evaluation services to external educational agencies (e.g., school districts, B.O.C.E.S., State Education Department), including workshops and seminars as appropriate.

4. Disseminate information concerning potential funding of research projects to faculty and students of the School of Education.

Capital Area School Development Association:

1. Continue to act as liaison between area school districts and the University community in order to develop mutually beneficial programs.

2. In conjunction with faculty and school district personnel, develop and implement conferences and workshops which address timely issues and concerns in the field of education.

3. Continue to publish appropriate documents for distribution both internally and externally (e.g., the Statistical and Financial Survey and Report of Affiliated School Districts).

Center for Reading and Language Study:

1. Encourage research in reading and language, emphasizing basic research into processes of reading and applied research in reading and languge probems; prepare and submit proposals for external funding of such efforts.

2. Encourage participation of students in Center activities and thus serve as a learning laboratory for graduate programs in education and other fields of study.

3. Disseminate the results of Center research, through working papers, technical reports, popular reports, journal articles and other means.

4. Seek initially to expand the knowledge upon which public policy should be based; gradually give increased attention to research related specifically to public policy issues in the area of reading and language.

5. Encourage a multi-disciplinary approach to research and seek to attract faculty and student expertise from other campus units as appropriate.

Experimental Classroom for Adolescents:

1. Continue to offer a day program for adolescents with special needs who have been excluded from school district and B.O.C.E.S. offerings.

2. Develop and implement an in-service teacher training program, focused on developing the skills and knowledge needed to educate children with special needs.

3. Act as a research and learning laboratory for faculty and graduate student interns from Special Education, Educational Psychology, Reading, and other departments.

4. Continue to seek external funding for the development of new programs tailored to serve the needs of children with special needs.

Two-Year College Development Center:

1. Provide technical assistance to the State's public and private two-year colleges to enable these institutions to respond more effectively to the needs of their various constituents; consult and advise on problems of teaching effectiveness, support systems, and institutional governance and management.

2. Continually monitor state-wide needs within the two-year colleges and design staff development programs in response to those needs, utilizing the expertise and skills available in the University community.

3. Conduct research on educational problems faced by two-year colleges and disseminate the results locally and nationally; work closely with various community and governmental agencies to analyze public policy issues related to two-year colleges.

4. Continue to conduct a variety of conferences and workshops on major topics of concern to two-year colleges, and seek to increase external funding for such activities.

Child Research and Study Center:

1. Continue commitment to the field practicum training of school psychology trainees and offer facilities for use by students in other programs on campus.

2. Maintain current commitment as a field practicum setting for students at Albany Medical College and facilitate

expansion of programs in psycho-educational services and other areas with that institution.

3. Increase programmatic research in the area of developmental disabilities and related problems in child development, giving increased attention to the general area of human development from birth to adulthood; continue to seek external funding to support research efforts and other activities of the Center.

4. Continue and broaden direct clinical services to children with developmental disabilities and to community agencies and institutions concerned with the welfare of children; consult with appropriate agencies charged with the development of public policies and programs to assist children with learning disabilities.

Graduate School of Public Affairs
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The education program of the Graduate School of Public Affairs consists of extensive curricula in political science, public administration, and public affairs. Courses also are available at the University in supporting social and behavioral sciences and related professional fields. Special concentrations may be developed in a variety of public policy areas, both domestic and international. The School awards the degrees of Master of Arts in Political Science, Master of Arts in Public Affairs, Master of Public Administration, Doctor of Philosophy in Political Science, and Doctor of Public Administration. The Department of Political Science also offers an undergraduate concentration for candidates for the Bachelor of Arts degree.

The research activities of the School are designed primarily to strengthen and support its teaching functions and to make useful contributions to a better understanding of government, the economy, public policy, and social behavior. Faculty members and students are continuously occupied with research projects of varying scope and dimension. The School assists in the publication of the results of this research in order to disseminate knowledge broadly.

The service activities of the School include assistance to the people, organizations, officials, and governmental offices of New York State and the United States in the analysis of contemporary problems. Assistance includes special courses, conferences, workshops, and institutes; research and consultation, and publications.

The School is organized into a Department of Public Administration and a Department of Political Science. These are supplemented by a research entity, the Comparative Development Studies Center, and an executive training center, the Public Executive Project.

In Fall 1976, 394 students were enrolled in the B.A. program in Political Science, 33 students in the master's program, and 23 at the Ph.D. level. In the Department of Public Administration, 231 students were enrolled in the M.P.A.

program, and 37 were working toward the D.P.A. degree. In addition to these degree candidates, the Public Executive Project continues to serve over 600 state and local government officials per year in its programs.

GOALS

1. To provide training which enables both graduate and undergraduate students to play useful roles in public and private institutions which formulate, control, or influence public policies at all levels.
2. To educate graduate students for college and university teaching and research in government.
3. To provide selected graduate courses in administration for other professional programs of the University such as Social Welfare, Library Science, and Education.
4. To conduct research designed to advance knowledge, as well as to analyze significant issues of governmental policy and administration.
5. To disseminate knowledge to the public through written materials, continuing education courses, provision of technical assistance on governmental programs, and other means.

PRIORITIES FOR ACTION

Department of Political Science:

1. Continually assess and improve the undergraduate educational experience, including development of an honors program for superior students.
2. Develop and implement a second undergraduate major in Public Affairs for students interested in specific aspects of public policy.
3. Continue to provide doctoral students with the skills and knowledge necessary for teaching and theoretical studies, while increasing the emphasis on skills required to pursue careers in governmental research.
4. Accelerate the development of specialized courses in the field of public policy analysis and evaluation.
5. Achieve greater integration of graduate and undergraduate offerings and to provide viable options for those seeking the Ph.D. in the policy area.
6. Develop and maintain relations with other campus units in order to avoid duplication of effort and to maximize the use of available personnel and research opportunities.
7. Continue to coordinate course offerings and faculty recruitment efforts with the Department of Public Administration.
8. Give increased attention to interactions with state and local government and with the local community generally, including increased emphasis on public policy research, continuing education offerings, internship opportunities for students, and participation in symposia and seminars designed to enhance citizen understanding of public policy issues.
9. Develop appropriate relationships with the new Center for Governmental Research and Services in order to facilitate faculty and student research on public policy issues.
10. Expand faculty capabilities in selected fields; and seek to increase the number of graduate assistantships.

Department of Public Administration:

1. Continue to strengthen the doctoral program: implement core courses already authorized; develop new courses as appropriate; increase study opportunities for part-time students; consider developing a certificate program beyond the master's degree; consider developing a specialization in legislature administration; recruit more minority group students and women; recruit more full-time American students; review the Department's participation in the Political Science doctoral program.

2. Implement needed changes in the master's program: achieve and maintain an enrollment of 250 full-time-equivalent students; centralize and better control the student internship program; initiate courses in administration for other campus units; explore ways to make the summer program more effective; strengthen offerings in legislative administration.

3. Enlarge and make more effective the continuing education program: attempt to offer off-campus courses; develop special program for mid-career students; establish seminars for senior officials and legislative staff; organize colloquia and lecture series on timely themes; explore the possibility of temporary assignment of faculty to governmental positions.

4. Encourage both basic and applied research activities and obtain new funded projects to increase the faculty time available for research.

5. Continue to conduct research in such areas as delivery of mental health services, comparative budgeting systems, productivity in higher education, problems of income maintenance policy, manpower planning in public employment, and other areas.

6. Develop research programs in information systems, environmental protection, administration of energy programs, welfare system management, school finance, local government finance, urban management, and transportation.

7. Collaborate with the new Center for Governmental Research and Services to provide research and consultation on state government problems.

8. Add new faculty strengths in policy analysis, administrative behavior, public management, and legislative administration.

9. Continue to hire adjunct professors from among practitioners to provide courses that draw heavily on governmental experience.

10. Continue to participate actively in professional societies and other aspects of the professional life of local and national communities.

Public Executive Project:

1. Assess and make improvements in the courses offered by the Project: develop and test at least one new course per year; refine and improve previously tested courses; develop appropriate mechanisms for awarding continuing education credits to participants.

2. Refine and integrate existing interagency courses to focus on (a) executive leadership and the management of human resources, (b) policy and pro-

gram development, and (c) advanced management systems appropriate to public agencies.

3. Reduce the cost per student by ten percent over the next three-year period.

4. Assess the educational needs of agencies and officials on a continuing basis and design individually tailored courses as appropriate.

5. Expand course participation by ten percent each year.

6. Assist and support other campus units in expanding continuing education programs in public management.

7. Work with faculty to conduct research on major problems and issues facing public managers.

8. In cooperation with University officers, improve (a) the coordination continuing education offerings on campus, (b) incentives for faculty participation, and (c) various procedures which now must be followed for payment of honoraria.

9. Develop new sources of support so that at least two positions may be funded permanently.

Comparative Development Studies Center:

1. Continue to conduct research on problems of concern to the New York State Legislature and other state legislatures, emphasizing the study of information systems and staffing requirements.

2. Disseminate research findings broadly, and continue to integrate the results of research into the curriculum of the School.

3. Expand the involvement of GSPA faculty and students in the research projects of the Center, and facilitate faculty and student research by acting as a liaison with legislative staff and with external organizations as appropriate.

4. Develop training programs and workshops for legislative staff from developing countries, and act as a clearinghouse for legislative reforms and innovations, both nationally and internationally.

5. Develop new programs in the area of human rights in order to facilitate implementation of government programs and development strategies.

6. Increase funds available to the Center in order to expand the staff available for program development and research.

School of Library and Information Science
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The aim of the School of Library and Information Science is to provide a sound professional education for students interested in careers in libraries and other information agencies through basic courses in the selection, organization and interpretation of recorded information, as well as through courses dealing with problems unique to various types of organizations and clienteles. The objective of instruction in this field is to communicate prin-

ciples and theory, and to be concerned solely with those aspects of information services which are professional in nature.

While the School has historically provided an educational program for persons seeking professional positions in libraries, the meaning of "library" has been extended to include a wide variety of agencies whose functions include the systematic handling of recorded information. The focus of the School's curriculum is recorded information—its creation, collection, organization, maintenance, dissemination, utilization, and interpretation. Thus the School aims to educate information professionals, to develop the student's awareness of the many opportunities for research and investigation in the wide field of information service, and to give insight into the techniques employed in defining problems and in gathering and analyzing data.

The School offers a graduate program which leads to the degree of Master of Library Science. In Fall 1976, 230 students were enrolled in the master's program.

GOALS

1. To provide for students an education for professional careers in librarianship and information science.
2. To enlarge through research and through scholarly and creative projects, the body of knowledge of librarianship and information science.
3. To provide programs and projects of service to libraries and other information agencies.
4. To provide programs of continuing education for librarians and other information specialists.

PRIORITIES FOR ACTION

1. Increase and intensify the information science orientation in the master's degree program:
   a. Reinforce the program's existing information science elements through better integration of current offerings.
   b. Develop new courses that are specifically information science-oriented (for example, Data Base Organization and Management).
   c. Reinforce the program's instruction in communication theory by expanding the communication content of existing courses.
   d. Work with Computer Science, Rhetoric and Communication, and other units on campus to develop joint courses in information science.
2. Convert the school media specialization in the master's program to a competency-based mode whereby student achievement is measured against demonstrable performance criteria; prepare a plan for approval by Fall 1979.
3. Develop an interdisciplinary master's program in archives and records management:
   a. Identify program needs within the Capital District and work with the New York State Archives, Albany Institute of History and Art, and other agencies to determine program content and mode of cooperation.
   b. Expand the existing independent study and internship program in archives and records management.
4. Develop a sixth-year certificate program for practicing library and information science professionals:

a. Develop areas of specialization for the program, for example, (1) library-information agency administration and management, and (2) school media service leading to a supervisory certification.
b. Identify program structure and courses and initiate action for appropriate approvals.

5. Study the feasibility of a doctoral program in library and information science:
   a. Determine need for the program and resources required.
   b. Consider the possibility of a cooperative doctoral program with another school or department.

6. Foster research among the faculty:
   a. Encourage research on (1) the creation, processing, storage, retrieval, and delivery of recorded information, and the design and analysis of supporting systems and networks; (2) the conditions under which information is created, recorded, and distributed to potential users; (3) the information needs of various publics; and (4) the organization and administration of information agencies and networks, and the role of the professional person in information science.
   b. Place increased emphasis on the analysis of information policy and of public policy issues related to information processing.
   c. In cooperation with University officers, consider establishing a research office in the School.
   d. Develop means to enrich the research orientation of the School, to attract further resources and personnel for research, and to encourage interdisciplinary and inter-campus research activity.
   e. Make available to faculty adequate time, facilities, and staff support to seek funding for scholarly and creative projects, including determination of budgetary and workload guidelines necessary to support research.

7. Offer the assistance of faculty and students to libraries and other information agencies:
   a. Continue to produce and distribute documents which have proved useful to the library and information community (e.g. *Capital District Information Sources; Albany Municipal Documents: a Directory of Sources*).
   b. Compile and circulate a brochure describing faculty competencies and availability for service to the library-information community.
   c. Organize conferences for the library-information community to discuss major topics of concern.
   d. Continue to involve students, with faculty guidance and assistance, in activities of a service nature with libraries and other agencies.
   e. Continue to encourage faculty to take leadership roles in professional associations.

8. Provide programs of continuing education for librarians and other information specialists:
   a. Study the continuing education needs in the region.
   b. Participate in the Continuing Library Education Network Exchange (CLENE).
   c. Seek external funding for continuing education.
   d. Expand the one-day workshop series and experiment with workshops of greater strength.

e. Continue the program of mini-courses, and offer regular credit courses at more convenient hours for professionals.

f. Study the feasibility of offering workshops and courses at off-campus locations.

School of Social Welfare
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The School of Social Welfare offers an undergraduate program leading to the Bachelor of Science degree and a graduate program culminating in the Master of Social Work degree. The undergraduate program prepares students for beginning practice in social work, or for graduate study. It also can serve the liberal education needs of students generally interested in the social science or the human service professions. The master's degree program prepares students for leadership positions in the profession which require advanced practice skills, research capabilities, or management and policy analysis skills. A doctoral program in Social Welfare has been approved by the Board of Regents of the State of New York but is not yet offered by the School.

In Fall 1976, 115 students were enrolled as majors in the B.S. program and 270 were working toward the M.S.W. degree.

GOALS

1. To prepare social workers at the professional level who will provide services to individuals, groups, and communities in areas of recognized social need.
2. To conduct a broad range of theoretical and applied research studies designed to advance knowledge and to foster its application to societal problems and issues.
3. To assist groups or agencies in the development, analysis, evaluation, and administration of policies which govern the content and delivery of social services.

PRIORITIES FOR ACTION

1. Offer an increased number of courses which focus on social policy issues.
2. Strengthen the Management and Policy concentration within the M.S.W. program. Course materials in social planning, administration, and organizational analysis need to be more closely integrated.
3. Move toward a graduate enrollment mix of 65 percent Direct Practice, emphasizing direct relations with clients in a clinical-oriented setting, and 35 percent Management and Policy, emphasizing the administration of social service programs (present mix is 80-20).
4. Articulate more precisely the relationship between the B.S. and M.S.W. programs and the types of students and educational purposes to be served by each.
5. Increase the quality of field instruction experiences for students and provide for better means of student evaluation and assessment.

6. Increase opportunities for students to pursue policy-oriented research under the guidance of faculty and field personnel.

7. Increase the use of audio visual aids in both classroom and field training.

8. Continue to explore ways by which the needs of part-time students can be more effectively met.

9. Encourage and expand the volume of research efforts which focus on public policy issues in aging, mental health, and social services.

10. Continue to encourage research related to the processes of management, organizational analysis, and program evaluation in social welfare.

11. Increase the School's continuing education efforts with social service personnel in Northeastern New York; explore continuing education needs with other organizations or agencies (e.g., the National Association of Social Workers) and expand current programs as resources permit.

12. Study the feasibility of implementing the already approved doctoral program in Social Welfare.

13. Correct the imbalance in faculty ranks by recruiting senior faculty where possible.

College of General Studies
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The College of General Studies provides continuing education opportunities for adults in the Capital District who wish to develop their cultural and intellectual horizons or their professional and occupational competency. Professionals, semi-professionals, tradespeople, craftspeople, and retired people are among the more than 5,000 adults who attend the College's credit and non-credit programs each year.

The College does not offer its own credit courses, but serves as a facilitating mechanism for students who want to enroll on a non-matriculant basis in courses offered by the other schools and departments of the University. If a student later wishes to apply for matriculant undergraduate status, and is accepted for transfer, all course credits earned as a General Studies student may be applied toward the baccalaureate degree.

The College offers non-credit courses, seminars, conferences, and workshops during the day, evenings, and Saturdays, on both the uptown and downtown campuses. Non-credit programs are open to all adults. Normally, no grades are awarded and no examinations are given in the non-credit courses.

The College of General Studies also develops programs cooperatively with professional and cultural organizations, business, and units of local and State government to meet their specialized educational needs. These professional programs award continuing education units when appropriate.

GOALS

1. To provide lifelong learning opportunities for adults in the region, the State, and the nation, including short courses, conferences, and seminars for personal or professional enrichment.

2. To broaden the credit and non-credit educational opportunities available on campus to interested adults.

PRIORITIES FOR ACTION

1. Provide increased opportunities for adults to enroll in evening and Saturday courses:
   a. Seek revision of current Income-Fund-Reimbursable rules to permit self-financing of the evening credit program.
   b. Encourage schools and departments to schedule a greater number of courses on evenings and Saturday.
   c. Seek to increase the number of faculty available to teach credit courses offered through the College.
2. In cooperation with the Graduate Office, identify existing graduate courses in which non-degree students can enroll.
3. In cooperation with University officers, establish a representative body for the purpose of planning, developing, and coordinating a lifelong learning program for the University.
4. Continue to participate in the Hudson-Mohawk Consortium and other organizations in the region concerned with providing lifelong learning opportunities.
5. Seek external funding to enable the economically and educationally disadvantaged to avail themselves of lifelong learning opportunities.
6. Give increased attention to identifying and meeting the educational needs of area residents:
   a. Continue to study target populations and specific learning needs.
   b. Continue to examine current offerings and course designs, and make improvements as necessary.
   c. Develop improved promotional methods to make the general public aware of educational opportunitues.
   d. Develop improved counseling services for adults.

Academic Support Units
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

Direct support for the teaching and research programs of the campus is provided by eight units reporting to the Academic Vice President: the University Libraries; the Educational Communications Center; the Office of Undergraduate Admissions; the University College; the Office of International Programs; the Educational Opportunities Program; the Office of the University Registrar, and the Office of Summer Sessions.

The University Libraries serve the informational needs of faculty, staff, students, and the general public. This unit is organized into (1) bibliographic development, responsible for developing the library collection, providing liaison with departments regarding scope and maintenance of the collection, and providing bibliographic instruction and consultation; (2) bibliographic operations, responsible for procuring, processing and cataloguing, and for managing the circulation of all books and serials; (3) reference services, including general reference, government publications, and information retrieval; (4) special services, including the Downtown Campus and School of Library and Information Sciences

Libraries, the University archives, learning resources center, film library, and special collections; (5) administrative services, including accounting, shipping and receiving, building and equipment control, public relations, and a print center, and (6) systems development, to introduce advanced data processing techniques into library operations. In 1976-77, the University Libraries employed 134.2 full-time-equivalent personnel.

The Educational Communications Center is an audio-visual media and communications resource for the campus. It is organized into units for (1) service in graphics and photography; (2) instructional development; (3) television production; (4) motion picture production; (5) technical operations, and (6) language laboratory management. The primary purpose of each of these units is to assist schools, departments, and individual faculty members who are developing and implementing new aids to teaching, or who need the Center's resources in ongoing teaching activities. In 1976-77, the Center employed 38 full-time-equivalent personnel.

The Office of Undergraduate Admissions is responsible for the recruitment and selection of all undergraduate students (freshmen, transfers, and special students), except those non-degree students admitted through the College of General Studies. In discharging this responsibility the office works closely with governance bodies and with other operating units on campus; with the Central Admissions Processing Office in SUNY; with guidance representatives from high schools and community colleges, and with students and parents interested in the pursuit of higher education at the University. The Office has a special responsibility for assisting in recruitment of students for the Educational Opportunities Program. In 1976-77, 17.5 full-time-equivalent personnel were employed by the Office.

The University College is responsible primarily for the academic advisement of freshmen students and others who have not yet decided on a major field of study. In cooperation with academic departments, the staff of University College provide a broad orientation to the policies of the institution, as well as counseling regarding the requirements for study in various fields. Special advisement is provided for those students interested in pre-professional programs including pre-law and pre-medicine. The College serves as a repository of undergraduate regulations and procedures and their interpretation. In 1976-77, University College employed 12.25 full-time-equivalent personnel.

The Office of International Programs provides campus administrative support, as well as liaison services with other campuses, to help students acquire an understanding and appreciation of world cultures. The Office directs Albany's exchange programs in France, Spain, West Germany, Israel, Singapore, and the Soviet Union; it also assists Albany students in administrative and procedural matters associated with study abroad under programs sponsored by other institutions. In 1976-77, 3 full-time-equivalent personnel were employed by the Office. One other part-time person is supported from income.

The Educational Opportunities Program provides administrative and program support so that highly motivated but academically and economically disadvantaged students can obtain baccalaureate degrees and prepare to move into the academic, social, and economic mainstream of the nation. Its direct activities include instruction and counseling services; in addition, the Program maintains close working relationships with the Office of

Undergraduate Admissions and the Office of Financial Aid. In 1976-77, 22 full-time-equivalent staff were employed by the Program.

The Office of the University Registrar serves student, faculty, and administration by maintaining the academic records of all students from registration through graduation and by managing the process through which courses are scheduled, students enrolled, grades recorded, and diplomas prepared. In discharging its functions, the Registrar's staff works closely with the Computing Center, which bears responsibility for maintaining the student data base; all undergraduate and graduate admissions offices in establishing student records; all schools and departments in scheduling classes each semester; all faculty in processing and maintaining class enrollment records and final grades; each academic unit in processing candidates for degrees, and all students in the maintenace, verification, protection, and use of individual records. The Office employed 24.25 full-time-equivalent personnel in 1976-77.

The Office of Summer Sessions is responsible for organizing and presenting an academic program which will provide credit-bearing experiences during the summer months for regular students, and for students who attend other collegiate institutions but wish to study in the Albany area during the summer. The Office also helps organize and operate special summer programs of community interest, either for credit or non-credit. The Office employed 1.75 full-time-equivalent personnel in 1976-77.

GOALS

1. To develop and maintain selected programs and services which contribute directly to the intellectual development of students.
2. To provide administrative services to faculty and students which either directly support the learning process or are necessary to its existence.

PRIORITIES FOR ACTION

University Libraries:

1. In the Bibliographic Development Unit, develop the collection of library materials needed to support the teaching and research needs of the academic community; increase interactions with academic departments to learn of their needs and to insure their understanding of library policies and procedures; provide bibliographical instruction and consultation in specialized subject areas, and develop cooperative programs with other information centers to improve accessibility to library materials not available on campus.
2. In the Bibliographic Operations Unit, eliminate cataloguing backlogs; enhance computer capabilities for processing library materials; develop more effective policies and procedures to protect library collections from loss; improve communications with the faculty; reduce the cost of the reserve book operation; operate a more efficient inter-library loan program; reduce the delay between receipt of material and its availability to patrons, and provide display shelving for current issues of periodicals and journals.
3. In the Reference Services Unit, develop and maintain a reference collection, including government publications, which is suitable to a major research university; improve the quality of reference services provided to faculty and students, and increase patron access to computer-based reference resources.
4. In the Special Services Unit, oversee the operation of the Downtown Cam-

pus Library, the University Archives, Special Collections, the Film Library, the Learning Resources Center, and the School of Library and Information Sciences Library; rearrange physical facilities as user needs dictate, and develop an informational program to increase awareness of services offered.

5. In the Administrative Services Unit, provide appropriate support services to all library units in order to enable the achievement of library goals.
6. In the Systems Development Unit, develop, test, and implement advanced computer-based systems in all units of the University Libraries, and provide training to staff as necessary.
7. Increase the amount of external funds available to support Library operations.
8. Improve physical access to all library materials.

Educational Communications Center:

1. Increase interactions with the academic community, to contribute to the effectiveness of instruction and to offer new learning opportunities for students.
2. Provide audio-visual and related technological services to state agencies and other organizations as appropriate.
3. Complete the cataloguing of materials produced by the Center in order to make such materials more accessible to faculty and students.
4. Continue providing instructional support through film, television, graphics, and still photography, and perform regular maintenance for all audio-visual equipment on campus.
5. Consult with faculty on such matters as the solution of instructional problems, preparation of grant proposals, and purchases of equipment.
6. Increase the amount of external funds available to support the operation of the Center.

Office of Undergraduate Admissions:

1. Develop new methods for distributing information about the University to potential students; increase visitations to high schools, community colleges, and other organizations, and work with faculty and University officers to develop program content for visitations and orientation sessions.
2. Work with other campus units to enhance study opportunities for (a) local high school students who wish to enroll in the University, (b) the educationally disadvantaged, (c) students with special talents, and (d) area residents who wish to attend on a part-time basis.
3. Improve the selection techniques employed for applicants; assist in the development of a computer-based admissions process; improve techniques for evaluating standardized examinations, experiential credit, and other sources of external credit.
4. Assist with development of new advisement programs for all students.
5. Work with other campus units to assess reasons for student attrition prior to graduation, and develop means for increasing the retention rate of qualified students.
6. Advise and assist governance bodies and other units involved in the formulation of undergraduate academic policies.

University College:

1. Prepare resource materials for use by students and advisers, including a standard advisement manual and periodic newsletters.
2. Develop a program to assist students who are uncertain about future career plans in the selection of appropriate fields of study.
3. Review and evaluate advisement services to identify areas needing improvement, effect changes as necessary.
4. Work with the career and psychological counseling units on campus to develop a more coordinated approach to meeting the counseling needs of students.

Office of International Programs:

1. Broaden the study options in existing overseas programs in order to increase participation by students from a wider range of disciplines on campus.
2. Increase the opportunities for study in East and Southeast Asia and in Australia.
3. Develop new opportunities for faculty exchanges with foreign universities.
4. Work with the Advisory Committee on International Studies to initiate interdisciplinary courses focused on changing economic and social conditions in cultures throughout the world.
5. Work with external agencies to develop new approaches for meeting the rising costs of overseas study.

Educational Opportunities Program:

1. Provide instructional programs and counseling services to academically and economically disadvantaged persons who possess the motivation and competence for university-level study.
2. Diagnose learning deficiencies and provide remedial courses for students as appropriate.
3. Increase efforts to identify and attract students to the program.
4. Work with other campus units to assess the success of the program and to determine ways to increase the retention rate among students admitted to the program.

Office of the University Registrar:

1. Develop systems for course scheduling and student registration which will be more responsive to student needs; increase the probability of obtaining desired courses; utilize academic space effectively; eliminate unnecessary delays in processing requests, and facilitate planning by academic departments.
2. Work with deans and department heads to develop class scheduling formulae which will maximize student options, but also provide adequate blocks of time for faculty research and advisement activities.
3. Make student academic records more easily accessible to faculty advisers and other campus units, and provide prompt service and information to students and alumni upon request.
4. Work with the Computing Center to develop cost-effective operating systems for the office.
5. Implement new organizational relationships within the Office to increase effectiveness and efficiency.

Office of Summer Session:

1. Work with academic schools and departments to increase study opportunities offered at convenient times during

the summer months, and inform potential students of these opportunities in timely fashion.

2. Maintain the currently favorable ratio of income to operating costs.
3. Investigate new approaches for compensating faculty for summer teaching, and recommend needed changes in policy as appropriate.
4. Increase coordination of credit and non-credit offerings during the summer months.
5. Increase outside funding for special programs which would be of benefit to area residents.

Part II: University Research Centers

The University at Albany has two research centers which are not affiliated directly with a single college, school, or department: the Atmospheric Sciences Research Center and the Center for Governmental Research and Services. They have been established to bring a wide range of discipline-based knowledge to bear on problems of a multidisciplinary nature. The goals and priorities for action of these two centers are presented below.

Other research centers or institutes on the Albany campus are affiliated directly with instructional programs. Goals and priorities of these research entities are presented in Part I of this document with the appropriate instructional units.

Atmospheric Sciences Research Center
Goals and Priorities for Action: 1977-78 through 1979-80

General Purposes and Programs

The Atmospheric Sciences Research Center was established in 1961 as a SUNY-wide research entity to be located on the Albany campus. Since its inception, the ASRC has conducted both basic and applied research on environmental problems and has become recognized nationally and internationally in several major areas of atmospheric science and alternate energy sources. Research is currently conducted in the areas of energy and environment, air pollution and aerosol physics, cloud physics, atmospheric electricity, atmospheric chemistry, and biometeorology and ecology.

The Center is broadening its research efforts into solar and wind energy, and the study of particulate emissions from coal- and oil-fired steam generating plants. Its other energy-related work, which includes a demonstration reclamation project being conducted in collaboration with the New York State Assembly Scientific Staff and a major restaurant chain, has already produced results that have affected New York State's energy policies. Future efforts will seek to facilitate the wide-spread implementation of alternate sources of energy and energy conservation measures which are commercially attractive and environmentally acceptable. The ASRC will continue to provide sound assessments of options for policy determination in regard to New York State's environmental, energy, and related programs. The future of New York State and the nation quite likely de-

pends on a timely and well-coordinated integration of solar energy into our present fossil fuel economy. The ASRC is prepared to mobilize its resources and join forces with industry, other universities, and State agencies in accomplishing this goal.

In 1976-77, the Center had 21 full-time-equivalent personnel and a total budget of approximately $1,400,000. Approximately two-thirds of the Center's funding was from federal agencies and other sources, with the remaining one-third from State sources.

GOALS

1. To promote and encourage programs of research in the basic and applied sciences, especially as these relate to the atmosphere and the environment.
2. To encourage multidisciplinary participation in research by faculty, students, and appropriate governmental and industrial groups.
3. To direct research towards pressing State, regional, and national needs in energy and atmospheric science.

PRIORITIES FOR ACTION

1. Continue strong programs of research in atmospheric chemistry, atmospheric electricity, air/sea interaction, cloud physics, aerosol sciences, biometeorology, and ecology.
2. Place increased emphasis on energy-related research, with special attention to solar and wind energy systems and energy conservation measures; form an Energy Institute within the Center to coordinate and oversee energy-related work; and increase the amount of funding for energy research from external sources.
3. Work with governmental agencies and other organizations to identify critical problems for research; and develop joint research efforts with agencies, industry, and other universities to facilitate the application of knowledge to State, regional, and national needs.
4. Disseminate the results of research conducted by the Center through publications, lectures, seminars, and conferences.
5. Continue to coordinate staff appointments and other matters with the Department of Atmospheric Science; pursue joint research projects where appropriate; continue to encourage staff to teach and to supervise theses and dissertations of graduate students; and provide an active learning laboratory for students in the sciences and in other disciplines as appropriate.

Center for Governmental Research and Services
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The Center for Governmental Research and Services will be established on the Albany campus in August, 1977. The Center will play a major role in accomplishing that element of the University's mission which focuses on the analysis of policy issues of concern to State and local government.

The primary purposes of the Center are to (a) identify issues and problems of major concern to government, particularly at the State and local level, and (b) facilitate application of the University's capabilities to those issues and problems. A small cadre of professional staff will be employed in the Center to provide both intellectual and administrative leadership in accomplishing these purposes. An advisory council composed of government officials, faculty, and others will assist the director in planning and carrying out the Center's work. A faculty liaison committee also will be appointed to oversee the work of the Center and enhance its relations with the rest of the University. While the majority of projects will be conducted within existing colleges, schools, and departments, some faculty and students may be attached to the Center for the duration of major projects.

In addition to its strong emphasis on public policy research, the Center also will convene seminars focused on significant issues of public concern. In such seminars, leading national authorities will meet with government officials and faculty to develop strategies for the address of major policy questions. One seminar has been held already to address the energy problem confronting New York State and the nation and to identify new approaches which can be employed by researchers. The Center also will develop a publication series to insure that the results of policy research are made available to government agencies and to concerned citizens.

The initial fiscal year budget authorization for the Center is $70,000. Once the Center is in full operation, it is expected that funding from non-State sources will constitute a major portion of the total budget.

GOALS

1. To stimulate faculty and student research on major issues and problems, by (a) arranging meetings with appropriate public officials, (b) assisting faculty and students in identifying research questions which are appropriate to a university setting, and (c) obtaining support for research from appropriate sources.
2. To initiate major research projects directed at public policy issues and to establish the means for bringing a variety of discipline-based skills to bear on problems of multidisciplinary or interdisciplinary character.
3. To organize and maintain continuous liaison with agency heads, legislators, and public representatives to identify major issues and problems facing the State.
4. To maintain a current inventory of faculty strengths and areas of expertise and to communicate the existence of such expertise to appropriate groups and individuals.
5. To coordinate the development of conferences, workshops, and other appropriate vehicles for sharing knowledge generated through the Center's work.

PRIORITIES FOR ACTION

1. Begin to appoint staff as soon as funds are available in August, 1977.
2. Establish an advisory board to assist in the formulation of policies to guide Center operations; also establish a faculty liaison committee to oversee the work of the Center and enhance its relations with colleges, schools, and departments.

3. During the first year of operation:
   a. Work with government officials and faculty to identify specific research emphases for the Center.
   b. Meet with faculty in colleges, schools, and departments to stimulate ideas for research and to develop understanding of the Center's policies, organization, and mode of operation.
   c. Prepare and submit proposals for funding specific projects to external agencies and organizations.
   d. Initiate projects, conferences, and other activities consistent with the emphases of the Center.
   e. Develop the means for insuring that materials prepared by the Center are distributed widely to government officials, members of the academic community, and other interested groups.
   f. Prepare a plan which identifies future goals, priorities, and mode of organization and operation.
4. During the second and third years of operation:
   a. Continue to implement the plan prepared in the preceding year.
   b. Expand the number of projects and conferences conducted by the Center.
   c. Expand the resources available to the Center.

Part III
Division of Research and Graduate Studies
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The Division of Research and Graduate Studies is responsible for coordinating and supporting graduate instruction on the campus and for facilitating faculty and student research. The Division comprises the Office of Graduate Studies and the Office of Research. In addition, the Atmospheric Sciences Research Center reports administratively to the Vice President for Research and Graduate Studies.

The Office of Graduate Studies has administrative responsibility for graduate student recruitment and admissions; coordination and oversight of graduate policies, procedures, and standards; assessment and recording of graduate student progress in degree programs; coordination of assistantship and fellowship programs; and support of the process for evaluation of graduate programs on a regular basis. In addition, the Office provides administrative support to the Graduate Academic Council of University Senate and performs a variety of other services needed to support the doctoral, master's, and advanced certificate programs offered by The University at Albany.

The Office of Research assists faculty and students in obtaining and administering research grants and contracts. In addition, the Office has administrative responsibility for insuring that University and agency regulations are followed throughout the life of a grant or contract, for developing new incentives for research, and for seeking out sources of support for faculty and student research.

The Atmospheric Sciences Research Center, a major research organization of the University, conducts basic and applied research related to the environment. Its three-year plan is summarized along with those of other research centers in Part II of this document.

In 1976-77, the Division of Research and Graduate Studies employed 16 full-time-equivalent staff, exclusive of the Atmospheric Science Research Center.

GOALS

1. To facilitate research by faculty and students and assist in the procurement and administration of research grants and contracts.
2. To identify sources of support and increase the amount of external funds available for research.
3. To provide administrative support to all graduate programs of the University and assist in the development of new programs.
4. To coordinate the application of policies, procedures, and regulations related to graduate education throughout the University, including periodic program review.
5. To advise graduate students of study opportunities, admissions policies, and other matters related to the pursuit of graduate study at the University.

PRIORITIES FOR ACTION

Office of Research

1. Work with the Council on Research and with University officers to create new incentives for research and to eliminate any barriers which may exist; take a lead role in implementing the Council's recent recommendations concerning facilitation of research; and recommend new policies or procedures necessary to enhance research.
2. Place increased emphasis on informing faculty and students of research opportunities; continue to publish a monthly newsletter about funding sources; initiate contacts with faculty who have the interest and capability to engage in research for which funding may be available; and advise faculty as to potential funding sources for specific projects.
3. Assist faculty members and students in preparing grant or contract proposals and in their administration once awarded; provide clerical and administrative services as required; and advise faculty and students in writing proposals and preparing forms for outside agencies.
4. Work with the new Center for Governmental Research and Services to facilitate research on state and local government policy; develop and implement techniques to assist in matching governmental needs with faculty and student interests; and initiate projects in consultation with the Director of the Center as appropriate.
5. Place increased emphasis on facilitation of projects which cross disciplinary or departmental boundaries; assist in the writing of multidisciplinary proposals and in determining appropriate funding sources for such projects.
6. Obtain increased support for research from all sources, especially from the private sector; arrange visitations of faculty and students to foundations and other organizations; and communicate the research capabilities of the campus to appropriate funding agencies.
7. Continue to work with the SUNY Research Foundation to improve the effectiveness of research administration; seek increased funds from the Foundation and other sources to support the preparation of proposals and to assist in publishing the results of research.

8. Maintain interactions with other area institutions to identify joint research projects which may be of benefit to the community; and continue to provide funding information of interest to not-for-profit organizations in the community.

9. Continue to insure that all grant and contract proposals comply with University regulations and with those of the sponsor, and that appropriate review procedures are followed.

Office of Graduate Studies:

1. Coordinate policies, procedures, and standards for graduate student admissions with the Graduate Academic Council and with all schools and departments; continue to administer centralized admissions programs for the colleges of Humanities and Fine Arts, Science and Mathematics, and Social and Behavioral Sciences; oversee international student admissions; and advise individual students as to administrative procedures and regulations for graduate study at the University.

2. Assess and record graduate student status, including such matters as transfer credit, degree clearance, and withdrawals; administer assistantships, fellowships, and trainee programs for the University; and insure that campus-wide policies and procedures related to graduate study are followed by all units.

3. Work with colleges, schools, and departments to achieve graduate enrollment goals and to attract students of high quality; coordinate the preparation of publications which describe opportunities for graduate study; and place special emphasis on recruitment of qualified minority students for graduate programs.

4. Work with the Graduate Academic Council, the College of General Studies, and University officers to increase lifelong learning opportunities at the graduate level; encourage the enrollment of more part-time degree and non-degree students; and communicate the availability of such study opportunities to the general public.

5. Work with the Graduate Academic Council and University officers to implement the new Master of Liberal Studies program; provide administrative and clerical support for the program; coordinate recruitment efforts and admissions; and continue to propose new programs which meet the educational needs of area residents.

6. Continue to coordinate the external evaluations of graduate programs; and provide analytic and administrative support for departmental self-studies and reports required as a part of such evaluations.

7. Cooperate with other area institutions to facilitate cross-registration at the graduate level and thus broaden study opportunities available to students; encourage external authorities to approve the reciprocal tuition arrangements needed to effect such a program at the graduate level.

8. Place increased emphasis on the development and implementation of computer-assisted systems to facilitate admissions and record-keeping.

9. Work with Institutional Research and other offices to prepare and distribute statistical summaries and analytic reports related to graduate study; and recommend new policies and procedures to University officers as appropriate.

Part IV
Division of Finance and Business
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The Division of Finance and Business is responsible for providing financial and other support services for the University's primary functions of teaching, research, and community service. In many respects, the campus resembles a small city, with a population of almost 20,000 students and employees, almost 6,000 of whom are in residence. Many of those services provided by a city must be provided by the University such as police and safety, public works, sanitation, revenue collection, and transportation. The Division of Finance and Business provides these and similar services; performs the purchasing, budgeting, accounting, and personnel functions necessary to sustain the enterprise; supports campus efforts to achieve the goals of affirmative action and equal employment opportunity, and directs many actions necessary to justify and secure funding support from State budgetary authorities. About 75 percent of the staff assigned to this Division is engaged in maintenance and operation of a physical plant that includes 65 buildings and 525 acres of land.

The Division comprises the following offices: Budget, Controller (Accounting, Student Accounts, Bursar, Payroll, Sponsored Funds); Business Affairs (Physical Plant, Personnel, Purchasing, Management Analysis); Public Safety; Affirmative Action; and Internal Audit. In addition, the Division provides administrative liaison with the activities of University Auxiliary Services, a non-profit corporation which operates the bookstore, provides food facilities and offers other services to faculty and students. While servicing the University, the Division interacts with eleven State agencies that oversee, to some degree, what the University does and how it performs as a State agency.

In 1976-77, the Division had 661 full-time-equivalent employees and a total operating budget of $11,300,000. Of the total budget for the Division, $4,800,000 constituted support funds for general campus purposes (e.g., utilities, telephone, bus service).

GOALS

1. To assist campus administrators in securing financial support for the institution and its programs.
2. To insure responsible stewardship of funds, effective use of financial resources, and the discharge of obligations of accountability.
3. To acquire and provide supplies, equipment, and support services to institutional departments in a timely and economical manner.
4. To provide managers and others with meaningful financial and other data to ensure the most effective use of human, material, and fiscal resources.
5. To provide for the recruitment, retention, and training of the work force necessary to support the institution's programs, in accordance with the objectives of equal opportunity and affirmative action.
6. To insure that physical facilities are adequately maintained and available to meet the program needs of the institution and to meet our trust as a custodian of State assets.

7. To insure a healthy and safe environment for students, faculty, staff, and the general public in areas under campus jurisdiction.

PRIORITIES FOR ACTION

For the Division as a Whole:

1. Work with the Computing Center and other offices to develop an integrated, computer-based financial reporting system.
2. Work aggressively for the elimination or reduction of external controls that inhibit effective and efficient management.
3. Encourage application of affirmative action principles and procedures in all areas of the University community; and work to develop more effective strategies for their implementation.
4. Increase active participation of divisional staff in SUNY-wide activities and in campus governance.
5. Acquire increased resources to support teaching, research, and learning, either by direct efforts or through provision of information on sources and ways by which resources can be obtained.
6. Maintain and extend external relationships that satisfy needs of accountability, add to campus credibility, and facilitate the work of faculty and students.
7. Encourage and support programs that will afford students an opportunity for educationally-related internships and other work experiences using the Division's offices as active learning laboratories.
8. Implement an intensified management improvement/cost reduction program on campus to minimize administrative costs and obtain greater support for academic programs.

Budget Office:

1. Develop and manage the budgetary process, and insure that budgetary allocations reflect campus goals and priorities.
2. Provide leadership for the planning, acquisiition, and allocation of the State resources necessary to meet the University's objectives.
3. Promote effective and efficient use of budgetary resources once allocated.
4. Manage the Income Fund Reimbursable (IFR) program to optimize the sources and use of outside funds, and work with external authorities to develop new policies and procedures for the use of such funds.
5. Provide wider opportunities for participation of campus constituencies in financial planning and resource allocation.

Accounting:

1. Develop an integrated management accounting and control system for all funds for which the campus is responsible.
2. Provide accurate and timely financial and statistical information to aid in the understanding of campus financial activities by management and other University users.
3. Discern changing trends and provide analytical interpretations for management review and decision purposes.
4. Contribute to the learning process of students through an internship program.

Student Accounts:

1. Develop a more efficient system for reporting revenue to external agencies.

2. Establish procedures by which all information relating to a student's account is accurate and readily accessible.

3. Participate with other offices in insuring that information is provided to students, faculty, and client agencies in timely fashion.

4. In conjunction with the Computing Center, develop a computer-based student accounts system.

Bursar:

1. Disburse promptly all funds due to students (including Federal and State aid checks) and to on-and-off-campus agencies, including the State Treasury.

2. Provide the Student Accounts system with current, accurate, and complete information on revenues collected and disbursement.

Payroll:

1. Prepare payrolls and related reports in an accurate and timely manner.

2. Process and distribute (or deposit) paychecks; maintain up-to-date employee payroll files; reply to wage and employment inquiries promptly.

Sponsored Funds:

1. Manage the business affairs of sponsored research programs on the Albany campus; work to eliminate administrative barriers to research.

2. Expand computer terminal operations to insure more timely information about the financial status of grants and contracts.

3. Achieve a closer working relationship with the Office for Research so that the administrative needs of research faculty are met.

Physical Plant:

1. Create and maintain a healthful, clean, safe, and psychologically and physically supportive campus environment for the University community, including educational, research, housing, and recreational facilities.

2. Protect and increase the life span of the institution's plant investment through better management of resources, including (a) a strengthened Maintenance Operations Center, with improved data reporting and computer-assisted management; (b) improved purchasing procedures, and, (c) more effective personnel management, through training programs, procedures manuals, performance review, and hiring and assignment of personnel.

3. Expand existing cost reduction and cost avoidance programs including those for energy conservation, preventive maintenance, cost-sharing with sponsored research, and efficient custodial management.

4. Expand interaction between physical plant activities and the remainder of the campus through a student work force and student apprenticeships, more active participation in campus governance, support of affirmative action, and a damage control program emphasizing resident responsibilities.

Personnel:

1. Formulate and implement a management development and training program for professional employees.

2. Continuously improve procedures necessary to manage the campus work force, with the objective of minimizing administrative burdens on teaching and other support units; maintain accurate personnel data; improve the

timeliness of routine administrative tasks associated with recruitment, appointment, promotion, retirement, and other personnel decisions.

3. Advise and assist other staff officials in handling personnnel problems in their particular functions, including employee evaluation, classification, disciplinary procedures, and other matters.

4. Counsel and advise candidates and employees on fringe benefits and their rights and obligations as University employees.

Purchasing:

1. Procure the supplies, equipment and services required by the various departments at the most economical price and in the most expeditious manner possible, including direct services of central stores for common quantity items.

2. Provide prompt copying and press work of high quality at the lowest cost to the University.

3. Provide efficient mail services for faculty, students, and staff.

4. Provide adequate communication services at the lowest cost.

Management Analysis:

1. Provide management with an independent evaluation of the effectiveness and efficiency with which administrative operations are being performed.

2. Identify potential administrative problems and search for solutions.

Public Safety:

1. Undertake activities that support the campus community concern for a responsible and safe environment; encourage and facilitate programs that will reduce opportunities for crime, and preserve public order insofar as practicable and necessary through education, response, and patrol.

2. Inspect facilities for fire and other hazardous conditions; investigate accidents on University property and recommend alterations to plant to prevent recurrences.

3. Regulate and control vehicles through parking regulations, registration, and issuance of tickets.

Affirmative Action:

1. Insure that campus policies and educational opportunities recognize the problems and possibilities emerging from the changing roles of minorities, women, and other affected groups, whether employees or students.

2. Work to create a University environment that responds to social concerns and provides equal opportunity to all its constituents without regard to age, color, creed, disability, marital status, national origin, race, or sex.

3. Research and interpret Federal, State and University Equal Employment and Affirmative Action regulations and make recommendations for the formulation of campus policy and programs.

Internal Audit:

1. Determine the adequacy of internal controls, particularly those relating to accountability standards.

2. Verify the existence of assets and the existence of adequate safeguards for them; prevent and discover frauds.

3. Report findings to management and recommend corrective action where necessary.

Part V
Division of University Affairs
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

The Division of University Affairs is organized to support the campus in achievement of its fundamental purposes of teaching, research, and community service. It is responsible for (a) providing programs and services to students and to the general public which enhance personal growth and development, and (b) relating the University to the larger community, by developing a common sense of purpose and by making the University and the community more aware of their interdependence and mutual concerns. The Division also serves as administrative liaison with the University Senate and the Student Association, and as the institutional liaison with the University Council, the Alumni Association, the Benevolent Association, and the University Foundation. The Division has two major components, the Office of Student Affairs and the Office of University Relations.

The Office of Student Affairs is responsible for programs and services provided for students, including counseling, health service, residences, placement, athletics and recreation, and, in general, a full range of student activities designed to enhance personal growth and development. The Office oversees administration of the Campus Center and provides support for a broad range of non-academic and non-athletic student activities; and it supports the student judicial system. The principal mission of student affairs is the enhancement of growth and development of the whole person, and to that end the Office of Student Affairs places its major emphasis upon coordination of the diverse activities falling under its jurisdiction.

The Office of University Relations fulfills its obligations to the community by planning and administering (a) a communications program to develop public understanding and support; (b) a wide range of public events, conferences, and services for area residents; (c) programs designed to facilitate application of knowledge and skills to community problems; (d) processes of interaction with collective bargaining units on campus; (e) fund-raising campaigns on behalf of the University, and (f) other programs designed to facilitate University-community relations. These interrelated programs are administered through the offices of Communications, Conference and Program Services, Alumni Affairs, Campus Relations, and Development. In addition, the Office of University Relations serves as a liaison office with the Regional Advancement Service.

In 1976-77, the Division employed 145 full-time-equivalent personnel, 116 of whom had duties in Student Affairs.

GOALS

1. To provide programs and services designed to contribute to the intellectual, emotional, social and physical development of students.
2. To expand the presence and contribution of the University in the larger community.
3. To maximize the integrity and capability of the University as a self-governed community, consistent with applicable laws, contracts, and policies.
4. To increase both tax-assisted and private financial support for the University.

PRIORITIES FOR ACTION

STUDENT AFFAIRS

Divisional Priorities:

1. Maintain high-quality programs and services (for students, alumni, faculty, staff, and University guests) through the following units of the Student Affairs Division: Dean's Office, Student Life, Residences, Counseling, Student Health, Career Planning and Placement, Student Activities, Campus Center, Financial Aids, Intramural Sports, and Intercollegiate Athletics.
2. Explore non-State sources of program funding in support of student development programs and services.
3. Develop and implement a comprehensive evaluation system for assessing the quality and effectiveness of the Student Affairs Division and its units (as recommended in the State University of New York Master Plan of 1976).
4. Provide campus leadership and devise and conduct a comprehensive assessment of consumer/client needs as they relate to Student Affairs.
5. Provide for increased involvement of students and faculty in the planning and evaluation of Student Affairs programs and services.
6. Provide leadership for the development and expansion of career development programs and services for students and alumni.
7. Study the reasons for institutional dis-satisfaction as evidenced by student voluntary withdrawal.
8. Develop strategies to personalize the campus experience for students.
9. Participate with the Admissions Office in the recruitment and retention of new students, both undergraduate and graduate.
10. Identify efficiencies which would free resources to strengthen support of other divisional programs/services.
11. Continue to initiate, develop and evaluate specialized services for student sub-groups (e.g., disabled, veterans, foreign, older returning, minorities, women) in order to minimize barriers to their full, productive participation in the University experience.
12. Provide continuing campus leadership in the area of architectural modification for the disabled.
13. Study and devise new records and records storage and retrieval systems.
14. Continue to develop and support students and their organizations through effective advisement, consultation, and personal development programs, including leadership training.
15. Study the effectiveness and determine the future needs of programs in intramural sports, intercollegiate athletics, and recreation for men and women.
16. Cooperate fully in the development and implementation of computer-based student data systems.

Resident Program:

1. Cooperate in divisional identification, planning and evaluation of mechanisms for meeting student needs.
2. Examine means to expand and improve assistance to students regarding off-campus living, including the use of trained para-professionals.

3. Study strategies for achieving an effective and efficient residence hall maintenance plan in cooperation with the Plant Department.
4. Cooperate in the Student Information Management System effort in order to automate assignment and record-keeping processes.
5. Increase efforts to evaluate program effectiveness.
6. Develop a recommendation in support of increased Resident Assistant stipends.
7. Complete a comprehensive plan for student lounge renovation.

Career Planning and Placement Program:

1. Identify the supporting roles faculty members, alumni, and parents of students can play in both attracting recruiters and assisting student and alumni placements.
2. Provide a greater opportunity for faculty, alumni, and students in the planning and evaluation of placement programs/services.
3. Develop a mutually beneficial relationship with the Alumni Office.
4. Participate in the formation of the new organization for SUNY Career and Placement officers and staff.
5. Develop strategies to implement expanded communication with business, government, and education leaders.

Counseling Center Program:

1. Continue to identify the unmet counseling needs of students.
2. Expand support of clinical training experience to qualified graduate students in psychology and counseling.
3. Explore reciprocal relationships with community counseling and mental health organizations.
4. Shift emphasis into non-traditional and future oriented counseling areas.
5. Implement new approaches to career and life planning counseling.

Campus Center Program:

1. Identify strategies for the effective management and maintenance of the Campus Center.
2. Automate the reservation processes.
3. Develop a comprehensive plan for more effective assignment of space in the Campus Center.
4. Cooperate with the Space Management Committee in the review and revision of policy and procedures governing the use of campus facilities by non-University organizations.
5. Develop process for evaluating the effectiveness of the Campus Center and its services.
6. Develop a plan to meet the staffing requirements based upon increased use of campus facilities by both internal and external groups.

Financial Aids Program:

1. Cooperate with the Student Information Management System group in achieving automation as soon as reasonable.
2. Investigate means to further on-campus and off-campus employment opportunities for students.
3. Continue to identify and develop means of optimizing aid to all eligible students, particularly those in student sub-groups needing specialized services.

Student Health Program:

1. Continue to provide high-quality health care for students.
2. Continue to provide high-quality emergency service for faculty, staff, and others on campus.
3. Develop strategies for responding to proposals/implementation of a SUNY-wide Student Health fee.
4. Establish a community advisory group to evaluate present services and to participate in planning for the future health care needs of the campus.
5. Develop a plan for the evaluation of the salaries of physicians in the Student Health Service and address any salary inequities which may be identified.

OTHER PROGRAMS WITHIN UNIVERSITY AFFAIRS

Communications Program:

1. Keep members of the University community informed about matters of campus significance so that they may participate responsibly and knowledgeably in its affairs.
2. Prepare, edit, and publish bulletins, catalogs, and other materials describing the programs offered by the University.
3. Produce regularly scheduled newsletters for key constituencies, including the *Tower Tribune* for members of the University community; the *Carillon* for alumni; the *Parent* for parents of current students, and the *SUNYA-Gram* for business and government officials.
4. Prepare and distribute news releases and other materials for newspapers and electronic media.
5. Prepare special materials for fund-raising programs, including the Annual Fund, Capital Partnership, and Deferred Giving.
6. Develop improved methods for communicating the accomplishments of the University to the general public.

Public Events Program:

1. Work with community leaders and University officers to develop and coordinate major public events, such as special exhibitions, recognition events (e.g., Citizen Laureate Awards Dinner), Community-University Day, and Commencement.
2. Form task forces and committees to plan and execute major events; and communicate to the public and to the University community an accurate calendar of events.

Conference and Program Services:

1. Make the facilities of the University available to qualified external or internal groups and organizations, and assist such groups in planning their activities on the campus.
2. Plan, organize, and conduct such programs as the University Lecture Series, Speaker's Bureau, and special seminars, films, and performances of interest to the public, and place increased emphasis on obtaining external sources of support for such programs.
3. Manage the Alumni House as a conference center for the benefit of the alumni, the campus, and the community.

Public Service Program:

1. Facilitate the involvement of the University in community affairs, including

determination of ways by which faculty and students may apply their knowledge and skills to community problems.

2. Work with the School of Business and the University Foundation to oversee the operation of the Regional Advancement Service; and continue to develop ways by which the Regional Advancement Service can address economic issues of concern to the region and the State.

3. Coordinate community fund-raising programs on campus, including the United Way, Cancer Crusade, and other charitable activities; continue to represent the University in other community organizations and projects, such as the Albany Area Chamber of Commerce, and the Hudson-Mohawk Community Foundation.

Campus Relations Program:

1. Exercise administrative leadership in relations with recognized bargaining units on campus, including contract implementation, local negotiations and consultations, and operation of the grievance system.

2. Provide administrative support and consultation to the University Senate, the Student Association, and other components of the campus governance system.

3. Insure that appropriate legal counsel is made available to University officers in carrying out their duties.

Advancement and Development Program:

1. Increase the amount of non-State financial support available to the University by planning and coordinating fund-raising programs in the community, including the Annual Fund, the Capital Partnership program, and the Deferred Giving program.

2. Provide administrative support and consultation to the Alumni Association, the Benevolent Association, and the University Foundation in order to enlarge the opportunity for alumni and friends to participate in campus activities.

3. In conjunction with the Office of the President and the University Council, plan and conduct programs of interpretation for governmental agencies concerned with University development and management.

Part VI
Division of Planning and Information Systems
Goals and Priorities for Action: 1977-78 through 1979-80

GENERAL PURPOSES AND PROGRAMS

In January 1976, a Planning and Information Systems group was created. The group comprises the Computing Center and the Office of Institutional Research, the heads of which report to the Assistant to the President for Planning and Information Systems. The major purposes of this reorganization are to establish a formal planning process on campus and to manage more effectively the storage, analysis, processing, and reporting of information.

The Computing Center's major responsibility is to provide effective and efficient computing services to the academic

and administrative programs of the University. In addition, the Center provides services to a large number of educational and governmental institutions throughout the State and conducts an active research and development program to advance the state-of-the-art in computing and information-processing technology. There are five major units within the Computing Center: Academic Services and Systems; Operations and Production Scheduling; Data Base Management Systems; Administrative Systems Development; and Network Services.

The Office of Institutional Research is the primary support group for the planning process, including responsibility for process design and for generation of the analytic studies needed to support planning. In addition, the Office performs cost and workload analyses to enable informed decisions on resource allocation, prepares numerous statistical reports for outside agencies, and assists in the coordination and management of space allocations on campus.

In 1976-77, the Planning and Information Systems group employed 58 full-time equivalent personnel, 54 of whom were in the Computing Center.

GOALS

1. To develop and coordinate an ongoing planning process for the campus, including maintenance of the campus Mission Statement and three-year development plans of operating units.
2. To prepare analytical studies needed to support the planning process and to facilitate both long- and short-range policy formation.
3. To develop the information systems, both computer-assisted and manual, which are necessary to provide timely and accurate data to decision-makers.
4. Through the Computing Center, to provide the data processing services necessary to support instruction, research, and administrative functions on the campus.
5. To perform special non-recurring analytical studies as needed by the President, vice presidents, deans, and department heads.
6. To provide computer resources to other educational institutions in the region and to governmental agencies.

PRIORITIES FOR ACTION

Computing Center:

1. Make the computer system more widely available and usable to the student body.
   a. Expand the availability of terminals to students on the campus by acquiring space to house them, and financial sources to fund them.
   b. Increase work experience for students by increasing student employment in professional capacities and by expanding course-related work experience in conjunction with the Computer Science Department.
2. Improve the nature and extent of services for instruction and research and accommodate increasing needs for computational capability.
   a. Concentrate on information handling services for research, maintaing at least the current level of support for large scale computational problems; provide limited mass storage file space for all users, including students.
   b. Add PASCAL to the general service repertoire and to the time sharing system if feasible.
   c. Expand the number of ports for higher speed data service.

d. Acquire and install a new optical mark sensing device and develop a roster of services to support test scoring, survey analysis, and other activities.

e. Develop connection to national network service and develop "host-interface" software and related programming and needed roster of services.

3. Advance the growth of administrative computing and apply current technology in support of the administration.

a. Accelerate the development and implementation of contemporary, University administrative systems which support both management and administrative user needs.

b. Define required data bases and the storage and control procedures required to support overall administrative needs.

c. Develop and expand training programs for customer/user employees.

d. Employ methodologies which will provide greater back-up support for specific computer applications such as the team approach in systems development and standard documentation.

e. Develop an automated system for production scheduling.

f. Conduct investigation into Planning Information Systems and the processes of creating usable archival data bases.

4. Continually enhance the nature of services rendered through research development, to permit those served to remain aware of rapidly advancing frontiers of computer technology and burgeoning workloads.

a. Examine feasibility of and, if appropriate, construct a local campus data communications network to tie together terminals, certain mini-computers and the equipment of the Center, reducing the need for telephone service and improving overall data communications service.

b. Carefully assess program library holdings and expand as needed, paying added attention to the developing needs of regional customers.

c. Assess the feasibility of providing computer assisted instruction techniques.

d. Increase staffing of computer operations on first and second shifts, and establish weekend and holidays shift coverage.

5. Support the University mission of service to the community and the nation in ways which complement a national reputation for quality.

a. Broaden the scope of the regional program for colleges, universities, and secondary schools.

b. Pursue the Scientific Computer Support Center concept for serving State agencies, building a service program of excellence.

c. Develop mechanisms to obtain maximum possible transfer of intellectual byproducts from regional services to appropriate academic and administrative programs of the campus.

d. Develop, apply, and market the Center's capability with data base management systems, and develop joint programs with customers where feasible.

e. Encourage professional staff to present papers at professional meetings and to publish in appropriate media.

6. Effect equal opportunity and treatment for all and support Affirmative Action Programs.

a. Attract minorities and women into the profession of Computer Science.

b. Assure that a fair and reasonable percentage of the students holding educationally meaningful jobs in the Center are minorities and women.
c. Increase the proportion of minorities and women in the Center to reflect the workforce population in our employment areas.

7. Maintain control of costs.
   a. Assist users in maintaining and improving economies in their work.
   b. Improve cost control mechanisms within the Center.

Institutional Research:

1. Continue to develop improved methods of forecasting and monitoring enrollment levels throughout the campus; prepare periodic projections of enrollments to support academic and financial planning, and develop a model for enrollment projections and target-setting at the school and departmental level.

2. Work with faculty, staff, and students to refine and maintain the planning process already begun; and develop improved techniques for integrating the planning and budget cycles, in order to ensure that budgetary decisions reflect the priorities of the institution.

3. Develop analytic studies and reports to support the planning and evaluation process; place increased emphasis on analysis of external economic, social, political, and legal trends which affect the future mission of the University; and continue development of the computer-based financial simulation model in order to assist University officers in determining financial strategies for the future.

4. Prepare cost and workload studies and other analyses needed to support budgetary decisions; and work with the Office of Academic Affairs to determine analyses required in support of decisions on resource allocation.

5. Develop new methods for assessing the end results of University activities, including outcomes of the learning process.

6. Assist in the coordination and management of space allocations on campus, including the development of space utilization studies and assessment of space needs of units.

7. Assist in the development of information systems on campus, including participation with the Computing Center and user offices in planning and implementing specific projects.

8. Continue to prepare and submit reports and statistical data required by external agencies.

9. Serve as an academic resource for institutional research and related functions, and continue to participate in the profession of institutional research through publication and through service in national organizations.

SUPPLEMENT

State-Level Mission Review

State-Level Mission Review

Developing an understanding of its mission is as important for a system of higher education as it is for an individual institution. Although many of the considerations and procedures are similar for mission studies at the two levels of organization, there are a number of special needs at the system or state level.[1] This supplement reviews those institutional considerations that are applicable at the system level and describes the particular requirements of system-level mission review—particularly where it is a part of a master-planning activity. It should be noted, however, that while the body of this document discusses mission review as "the foundation for strategic planning," no similar link between mission review and strategic planning at the state level is proposed here. Instead, mission review in the more traditional sense is described. Therefore, this section has been segregated from the rest of the book.

System-level planning has been conducted in various ways (Halstead 1974), but the concept of strategic planning has not been well developed. Historically, when all institutions within a system developed in accordance with the same general model, it was common to formulate the system's mission by compiling each institution's statement. With the increasingly diversified demands for higher education, however, pressures grew at the system level to differentiate the services

1. The term *system level* will be used in lieu of *state level* in this supplement, since these terms are almost synonymous in many states. We recognize that the terms may describe two distinct levels of—and perspectives on—mission review in a particular state. Nonetheless, many of the considerations in a mission review should be similar for these two types of agencies. This book has not attempted to presume what the appropriate relationship between two such agencies should be in mission review.

provided by the institutions within the system. Thus, there has been a growing role for system-level leadership and involvement in comprehensive and master-planning activities. The basic goals of this involvement have been to ensure that all state needs are considered, that there is no unnecessary duplication of services, and that each institution is making a valuable contribution within the system.

Although mission studies for systems of higher education have sometimes occurred at a centralized level, with little input from constituent institutions, the resulting assignments were frequently difficult to implement since the institutions were not involved in the review and thus felt no sense of commitment to their assigned mission. Conversely, many institutions have developed mission statements with little concern for system-level needs and capabilities. More successful mission review seems to result from joint institutional- and system-office efforts. Reference to system-level mission review in this chapter relates primarily to a formal system-level process that relies on significant institutional involvement, rather than to an approach in which a number of institutional statements are simply compiled.

Since many considerations in systemwide mission review parallel those discussed in chapter 4 on institutional-level planning and mission review, this supplement will not treat those topics as exhaustively. Instead, it will point out where similarities exist and then identify slight variants of these concerns at the system level. Even though there are similarities in the two organizational levels, several significant differences exist. A closing section will describe additional considerations that arise from the different perspective on mission review found at the system level. Table 3 summarizes the similarities and differences between planning tasks at the two levels.

Similar System/Institution Considerations

The seven topics for consideration in carrying out a mission review—as treated at length in chapter 4 and outlined in table 3—again provide a useful framework. Each is discussed below in the context of similarities between institution- and system-level review.

DETERMINING AND DEVELOPING READINESS

Developing readiness to plan is a consideration common to both system-level and institutional mission review. Events or conditions that might lead to comprehensive mission review at the system level could include a change in the executive

TABLE 3

Comparison of System and Institutional Mission Studies

Area of Consideration	Similar Concerns	Special System Concerns
Determining and developing readiness	Positive attitudes Other planning requirements	Legislative initiatives Political strength of central staff
Clarifying specific uses	Understanding all expectations Relation of primary to secondary purposes	Relation of institutional to system review Program-duplication concerns
Organizing for self-study	Leadership and staffing Decision framework Assumptions Methodology Scheduling	More time-consuming process More political decisionmaking Degree of centralization
Determining participation	Role of internal participants Role of external participants	Greater reliance on public participation
Providing analytical support	Historical-development understandings External-environment information Organizational-capacity information	Statewide perspectives Comparison of institutional potential Definition of regions
Communicating progress and results	Internal communications External communications	More dispersed audiences Communicating with strangers
Maintaining viability	Implementation Monitoring	Master-planning applications

leadership of the system or the imposition of master-planning requirements by legislative bodies. Just as in institutional-level studies, a positive attitude among staff and other participants and an ability to make the necessary staff and resource commitments are essential to readiness.

A negative attitude may result from previous but similar activities resulting in mission statements that were either ignored or that led to restrictions on institutional development. Strong executive leadership at the system level can help develop readiness by directly addressing these and other concerns. The kinds of policies and decisions that will be influenced by the mission review should be explained. Although certain restrictions may be imposed as a result of the system-level review, alternative areas of development may be identified and encouraged. These alternatives should be stressed. For example, the development of new doctoral programs may be restricted, but programs to provide inservice graduate education in some professions may be expanded. Explaining these alternatives and the reasons for implementing them can help to create a better attitude toward a system-level mission study. It should be openly acknowledged, however, that whenever funding is limited and developmental restrictions must be imposed, conflicts will arise. The process, by its very nature, will also produce tension. A major task in system-level mission review is to prevent this from diverting attention from the overall development of the system.

Another important consideration is to determine the readiness of the central staff and its board to reach significant mission decisions. Concerns about the time and resources required are in this respect similar at both the system and institutional levels. The divisive nature of making mission distinctions among institutions, however, often leads to a much greater need for political readiness at the system level. Unless the system officers and board members have a sufficient political and legal base from which they can work, the mission review may prove to be fruitless and even threaten the continued viability of the system organization.

In the assessment of readiness, it is probably unavoidable that some institutions will be less prepared to participate than others. One or more of the institutions will probably have experienced a recent major self-study process, such as a reaffirmation of its accreditation. It may thus be difficult for these institutions to generate a great deal of enthusiasm for participation in a system-level study. In such cases, it may be possible to build upon these institutional-review efforts rather than to repeat them. Although there will probably never be a perfect time to conduct a mission review, an attempt to assess readiness can identify major difficulties that can be addressed or resolved in designing the process.

CLARIFYING SPECIFIC USES

Considerations in clarifying uses of the mission statements are very similar for institutional and system studies. Clearly specifying the intended uses of the statement is essential if each of the intended uses is to be accomplished. Identifying uses early during the process is also important since they may affect the procedural aspects of the effort. For example, the stimulus for the process may be a legislative mandate for a systemwide strategic or master plan. If little time is available, this type of plan could be developed simply by using participants from the legislature, the system office, and each institution. But if another intended use is to obtain statewide understanding and support for the system, participation should probably be expanded to include representatives from business, industry, state agencies, alumni, and the general population. This type of participation also has implications for the length of time required to allow for thorough deliberations, the nature of the decisionmaking framework, and staffing requirements. Thus, determining the specific uses of a systemwide effort is an essential consideration early in the design stage.

A number of issues arise at the system level at any given time that might be resolved by mission review. For instance, what is the role of the central staff vis-à-vis institutional management? What can be done to minimize program duplication? What role characteristics are important for budget-formula guidelines? What can (or should) be done about differing enrollment prospects for the individual institutions? Unless each of these issues can be defined clearly at the outset, it is unlikely that the mission review will respond to everyone's needs.

ORGANIZING FOR SELF-STUDY

In general, considerations in organizing for self-study are similar for institutional- and system-level mission efforts. Determining leadership and staffing requirements, specifying the decisionmaking framework, identifying preliminary assumptions and issues, choosing methodologies, and scheduling should all be carefully considered in developing the systemwide process. Not only must leadership and staff be provided at the system level, it is also important to have strong campus-level leadership and participation as the system's role and scope is developed. Since the systemwide recommendations can only be implemented through the joint efforts of the institutions and the central agency, committed leadership at both the system and institutional levels is important. A useful approach in achieving this type of participation is for the system office to request that the chief executive of each campus establish a task force to monitor the system

mission study and then to convene the chairpersons of these groups as a system-level advisory group.

Specifying the decisionmaking framework is a most significant step in a systemwide mission review. Just as in an institutional review, misunderstandings and problems can arise when participants do not clearly understand the decisionmaking framework to be followed in the mission process. Although final responsibility for many types of decisions at the system level may reside with a lay governing or coordinating board, these groups may decide to play only a reactive role in the mission study. In these circumstances, all participants should be aware of the various groups or individuals who will have responsibility for preparing, reviewing, or modifying recommendations as they are developed. Clearly identifying these decision points can help everyone involved understand the nature of the deliberative process and can assist in reducing some of the conflicts that normally arise in system-review activities.

Identifying basic assumptions can be one of the most significant activities undertaken as a system organizes for mission review. Although broad input should be sought at this stage, formulating assumptions should be the primary responsibility of the policymaking body for the system. These decisions normally provide an overall framework and set priorities among areas that might be considered for change, thus giving direction to the effort. For example, an assumption might be so sweeping as to restrict consideration of additional expansion of campuses or levels of programs. Thus, developing such assumptions should receive considerable attention by those responsible for coordinating or governing the system.

Another consideration related to organizing the self-study process is determining the methodology to be used. A recent trend has developed to make the system mission report something more than the mere aggregation of institutional statements as the number of institutions and the diversity of demands for services has increased. Instead, increasing reliance has been placed on centralized review activities. In particular, unnecessary duplication of programs and services has come to require central or system-level attention. Thus, one basic issue in determining methodology concerns the relative responsibilities of the institutions and the system office in the study process. A common approach is to use an open or deliberative process to develop a general framework of policy guidelines for the entire system. This process normally involves, at a minimum, input from both institutional representatives and system-level staff, with final decisions made by a system board. Participation is sometimes increased to include representatives of various publics, including elected officials. When the system guidelines and policies have been agreed upon, institutional mission statements can be developed within that framework. Statements are then submitted for final review and

approval by a systemwide body. This methodology increases the likelihood that the review activities of the constituent institutions will be consistent with the needs of the system.

In the area of scheduling, systemwide review activities normally take a much longer period of time than do institutional efforts. This prolongation derives from a broader base of participation than normally occurs in institutional self-study. In system-level studies, tentative recommendations on many issues are frequently subjected to thorough campus-level discussion before final positions are taken. Although it is difficult to anticipate all time requirements accurately, it is essential to identify deadlines for various aspects of the review process in order to ensure reasonable progress by the various participants involved.

DETERMINING PARTICIPATION

Several brief references have already been made to participation in a system-level review activity. It is generally desirable at the system level to have broad participation because the process addresses policies that directly or indirectly affect all citizens. One important consideration in determining the extent of participation is that mission deliberations provide a good opportunity to educate people about both statewide needs for higher education and the system's capacity to respond. Thus, a system may choose to enlist a number of business and industrial leaders, citizens from the public at large, and legislative leaders to assist in the review. Although these groups are often represented in institutional-review efforts, their role is usually much greater in system studies.

The use of external consultants seems especially common at the system level. Their contributions are most valuable when the central staff is comparatively small or when highly complex or controversial issues must be resolved. Although consultants can provide a great deal of insight into how similar topics have been approached in other systems, they can seldom be expected to understand all of the conditions in the local situation. Therefore, consultants should have an opportunity to exchange viewpoints not only with the system staff but also with systemwide committees.

ANALYTICAL SUPPORT

Most of the kinds of data and analyses needed for a systemwide study are similar to those for an institutional study. Consideration should be given to prevailing educational and social policy and to the historical development of the system. Past needs, demands, and reasons for institutional development should be

compared with those that currently prevail. This comparison establishes a common reference point for considering anticipated needs or new demands for services. Also, analyses of the current higher-education environment, including assessments of state and national manpower and demographic trends or a sampling of the public's opinions about goals for higher education, should be conducted to consider new opportunities. As mentioned in chapter 4, resources and other services are available that can assist in obtaining this type of information and in performing the necessary analyses.

The final area of analysis required for a system mission review is the capacity of the system and the distinctive competencies of each campus to respond to higher-education demands. This includes giving attention to such areas as the number and distribution of programs, faculty, and facilities. A useful paradigm for considering system-level information needs about environment and capacity is discussed by Bassett (1979). The differences between anticipated demands for services and the system's capacity to respond provide useful topics for future change or development.

An analytical problem demanding particular attention in system-level mission assessment is the geographic distribution of needs and capabilities. Although system capabilities may match or exceed demand when data is aggregated at the state level, the needs of individual regions are frequently unmet. This suggests that attention to data collection and analysis at the regional level, and even the definition of regions, is a key consideration in system-level mission studies.

COMMUNICATING PURPOSES, PROCESS, PROGRESS, AND RESULTS

Greater emphasis should generally be given to communicating purposes, process, progress, and results in a systemwide study than in an institutional study. This is due primarily to the increased difficulty of sharing such information over a broad geographical area and among many people who represent the various constituencies and publics served by the system. It can be a particular challenge when many of the participants have not been previously acquainted with each other. Consideration should be given to holding discussion meetings throughout the state rather than at a single location. These meetings should be widely advertised through various forms of the mass media and the results of the meetings similarly announced.

When the issues have been thoroughly debated and decided, final publications should be shared with all those who played an active role in the process. As previously discussed, however, a summary publication is sufficient for most

interested individuals. A more comprehensive document generally is needed only by those who will use it for detailed planning and implementation activities.

MAINTENANCE THROUGH REASSESSMENT

Finally, the maintenance of a systemwide mission through use and reassessment is extremely important. The mission statements should provide the mechanism for evaluating program requests, reviewing budget requests, and designing assessment procedures. When the mission statements do not provide guidance for these decisions, modifications are needed. As statewide needs change—and institutional capabilities to respond to them also change—the system's mission should be reassessed. Much of the data necessary to monitor need and capacity changes are available from annual reports of various types. The method of monitoring and reviewing such issues should be identified during the review itself. Without frequent reference to, and active maintenance of, the mission statements, they rapidly become "shelf documents" rather than strong foundations for planning and budgeting.

System Perspective on Mission Review

Although there are many common considerations in the design of institutional-level and system-level mission studies, several basic differences arise from the system perspective on mission review. One of the most fundamental of these is that the system must consider the total needs of the state and the total capacities of the institutions. This frequently results in an orientation that emphasizes different missions for various institutions within the system. This type of differentiation is seen, at the system level, as a means for ensuring that the state's needs for higher-education services are met without unnecessary duplication among the institutions. Not surprisingly, it often results in a rather divisive process. There is often strong competition among institutions for authority to offer those programs that may not be duplicated, such as doctoral work or programs in certain health-related occupations, specialized technical fields, or major professions.

In an effort to assess the need for comprehensive program offerings at the graduate level, staff of the Washington Council for Postsecondary Education analyzed the offerings of the leading 92 research universities (Chance 1977). They found that for 151 fields of study, no institution offered every program; in fact, only 11 programs were offered by more than two-thirds of the institutions. (Psychology

was the most common program, offered by 96.7 percent of the universities). Although more analysis is needed, this evidence suggests that the model of the totally comprehensive university is yet to be realized and, in fact, no particular program is the key to an institution's becoming a leading research university.

Staff of the Montana University System (1979) approached the problem in a somewhat different way. Their mission report was developed in two parts. Part I considered the instructional scope of each institution; part II assessed aggregate program availability to the state's citizens. Table 4 shows this approach in a matrix format using partial data from the State University System of Florida. When data for a particular system is entered, one can scan the figures and easily detect the extent of institutional development (column totals) and relative availability of programs (row totals).

A major procedural difference between system-level and institutional mission review is that system-level development usually precedes, or occurs in conjunction with, similar review activities at the institutional level. On the other hand, the development of institutional mission statements frequently occurs in the absence of such system-level activity. As previously suggested, decisions have to be made concerning the relationship between system-level and institutional-level activities where there is to be a joint effort. One of the most common procedures is to examine statewide needs and systemwide capacities to provide service by means of a broadly based interinstitutional task force. In this case, a primary objective of the system-level effort is to develop a framework that can be used by each institution to develop its mission statement (that is, to lay out the "givens" for each institution's mission study). An advantage of this approach is that all of the state's needs and the capabilities of all institutions are considered. Thus, it can result in a broader range of system services with less duplication of effort among institutions. A disadvantage inherent in this procedure, however, is that institutions can perceive it as being restrictive. Various missions and responsibilities tend to be assigned to different institutions instead of each institution developing its mission statement independently.

This basic difference in orientation for system-level mission review can easily result in conflicts during mission development. Unfortunately, most state agencies are of such recent origin that conflict resolution is not yet handled as readily as it is in many institutions. Although it will not prevent conflicts, special care should be given to ensure that those who ultimately must decide the various issues can hear from a broad range of participants with varying perspectives. This approach may almost require a rather slow and deliberative process, perhaps including public hearings at locations throughout the state. But this process ensures comprehensive

TABLE 4

Program Duplication and Program Availability within a System
(State University System: Academic Programs Degree Inventory)

HEGIS Codes	Degree Program	Institutions A	B	C	D	E	F	G	H	I	System
1900	Physical Sciences										
1901	Radiation Physics		B								1B
1902	Physics	B M D	B M D	B	B M	B M D[1]	B M	B	B M		8B/ 6M/ 3D
1905	Chemistry	B M D	B M D	B	B M D	B M D[1]	B	B	B M	B	9B/ 5M/ 4D
1911	Astronomy	B M D									1B/ 1M/ 1D
1913	Meteorology		B M D								1B/ 1M/ 1D
1914	Geology	B M	B M D		B M	B					4B/ 3M/ 1D
1917	Earth Sciences								B		1B
1919	Oceanography		M D		M D						2M/ 2D
1925	Forensic Science							B			1B
1927	Chemical Physics		M D								1M/ 1D
1930	Geophysical Fluid Dynamics		D								1D
1931	Molecular Biophysics		D								1D
1933	Clinical Chemistry				B						1B
1940	Environmental Studies								B		1B
1942	Industrial Chemistry							M			1M
1943	Chemical Sciences		B								1B
		4B 4M 3D	6B 6M 8D	2B	4B 4M 2D	3B 2M 2D	2B 1M	3B 1M	4B 2M	1B	29B/20M/15D
2000	Psychology										
2001	Psychology, General	B M D	B M D	B	B M D	B M	B M	B	B M	B	9B/ 6M/ 3D
2003	Clinical Psychology							M			1M
2004	Psychology for Counseling	D					M			M	2M/ 1D
2005	Social Psychology					B					1B
2008	Industrial Psychology						M	M			2M
2015	School Psychology			M	M			M	M		4M
		1B 1M 2D	1B 1M 1D	1B 1M	1B 2M 1D	2B 1M	1B 3M	1B 3M	1B 2M	1B 1M	10B/15M/ 4D

consideration of the major issues and normally results in more informed and better decisions.

Disadvantages of this technique are that it requires considerable time and can encourage various forms of public pressure or political intervention on sensitive issues. For example, if a state university system decides that its current capacity to offer doctoral programs is sufficient to meet statewide needs for advanced graduate programs, institutions without a significant number of such programs may believe they are being relegated to a type of second-class citizenship. This can result in pressures from local constituencies to expand the number of these programs. Such public influence may be indirect: editorial positions may be taken by various news media, or letters and petitions from individuals and organizations may be sent to the decisionmaking body. In some instances, intervention may be more direct, such as by enactment of legislation superseding certain decisions. Although conflicts usually arise when a system attempts to assign different missions to constituent colleges or universities, such differentiation must be a significant aspect of system-level efforts. That is, the diversity of needs and the limited resources within a state almost require that there be some differentiation among institutions providing services in response to those needs.

An alternative procedure, which was frequently used to develop earlier system-level mission reports, is to allow each institution within the system to develop an individual statement. These statements are then simply compiled at the central level. When necessary, modifications of an institutional statement can be negotiated after all such institutional statements have been received and reviewed. The advantage in this technique is that each institution can be creative in responding to the set of needs it has identified as being of high priority. A major disadvantage in its earlier use, however, was that it frequently resulted in an attempt by all institutions to move toward the same success model. At the university level, for example, most institutions sought the same mission: that of becoming or continuing to be a comprehensive institution and oriented to graduate programs and research. In most states, this resulted in excess capacity for graduate instruction and research. Where this procedure has been attempted more recently, it frequently has been modified to provide for system-level leadership in preparing guidelines for the development of institutional mission statements that are consistent with systemwide policies.

Centralization becomes a fundamental issue when a system attempts to determine the relationship between system and institutional review efforts. Specifically, to what extent should there be centralization and standardization of the process? Should each institution be allowed, for example, to determine the type of analyses and kinds of data that will be examined? Generally, there should be a

considerable amount of standardization in the types of data collected and the type of analyses and special studies conducted. This is necessary in order to compare the various institutions in terms of their current types of services and capacities. Thus, a prior agreement should be made about the kinds of data to be collected and the format to be used for presenting such data.

Although system-level mission review can draw upon a number of institutional practices and considerations, several fundamental differences exist. For the most part, these derive from the different purposes of system efforts. Mission review at the system level should simultaneously consider all of the state's needs and guard against unnecessary program duplication. Even though system mission reports seldom involve as much specific detail about the development of an individual institution as does the school's own report, the process can often be much more complex due to the greater number of parties involved.

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